

Report of PROCEEDINGS

OF THE

THIRD CONVENTION

OF

AMERICAN INSTRUCTORS

OF THE

DEAF AND DUMB:

HELD

AT THE INSTITUTION FOR THE DEAF AND DUMB,

COLUMBUS, OHIO,

August 10th, 11th and 12th, 1853.

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PROCEEDINGS.

IN accordance with a resolution adopted at Hartford, in the month of August, 1851, the THIRD CONVENTION of American Instructors of the Deaf and Dumb assembled in the City of Columbus, Ohio, on Wednesday, August 10, 1853, at 10 o'clock, A. M., in pursuance of the following call:

INSTITUTION FOR THE DEAF AND DUMB,
Columbus, May 2, 1853. }

SIR: You are hereby notified that in accordance with the recommendation of the Committee appointed at an informal meeting of American Instructors of the Deaf and Dumb, held at Columbus, in August last, a THIRD CONVENTION will assemble at this Institution, on WEDNESDAY, AUGUST 10th, at 10 o'clock, A. M. The following persons are respectfully invited to attend said Convention, viz:

1. PRESENT AND FORMER INSTRUCTORS OF THE DEAF AND DUMB.
2. TRUSTEES AND DIRECTORS OF INSTITUTIONS FOR THEIR INSTRUCTION.
3. THE OFFICERS OF THE SEVERAL STATES, ACTING AS COMMISSIONERS, IN THE SELECTION AND SUPERVISION OF STATE BENEFICIARIES.

It is hoped such papers will be presented to the Convention, by the above persons, even by those necessarily absent, and such topics of discussion suggested, as will give interest to its sessions, and be of material service in advancing the cause of Deaf-Mute Education in this country.

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Reports are expected from several Committees. The members of those Committees will please notice in the proceedings of the Second Convention, the various subjects on which they are to report.

Efforts will be made to secure to the members of the Convention the Railroad facilities usually afforded on such occasions. If successful, the arrangement will be announced in the July No. of the "AMERICAN ANNALS."

A full and punctual attendance is earnestly requested.

Please return an early answer.

COLLINS STONE,

*Superintendent of the Ohio Institution for the Deaf and Dumb,
and Committee of Arrangements.*

COLUMBUS, May 2, 1853.

The undersigned cordially concur in the invitation to the AMERICAN INSTRUCTORS OF THE DEAF AND DUMB, to hold the THIRD CONVENTION at Columbus, in August next. They have great pleasure in tendering the hospitalities of the Institution to the Members of the Convention.

H. WILSON,

THOS. SPARROW,

J. GREENLEAF,

*Committee Ad Interim on behalf of the Board of Trustees
of the Benevolent Institutions of Ohio.*

The Convention was called to order by JAMES S. BROWN, Esq., Superintendent of the Louisiana Institution, and on his motion,

HORATIO N. HUBBELL, Esq., formerly Superintendent of the Ohio Deaf and Dumb Asylum, was appointed Chairman, *pro tem*.

On motion of Rev. COLLINS STONE,

Prayer was offered by Rev. H. L. HITCHCOCK.

On motion of Mr. STONE,

Rev. JOHN R. KEEP was then appointed Secretary, *pro tem.*

On motion of LUZERNE RAE, Esq., of Hartford,

Resolved, That a Committee of one Delegate from each of the Institutions represented here, be appointed to nominate permanent Officers of the Convention.

The resolution was unanimously adopted, and the following gentlemen were appointed as said Committee, viz :

Messrs. Rae, of Connecticut, Van Nostrand, of New York, Stone, of Ohio, Brown, of Louisiana, Gillet, of Indiana, Morris, of Tennessee, and Cheek, of Kentucky.

The Committee retired for deliberation.

On motion of Mr. SAMUEL PORTER, of Hartford,

Resolved, That a Committee of three be appointed to examine the credentials of persons presenting themselves as members of this Convention.

Adopted unanimously.

The CHAIR appointed the following gentlemen as said Committee, viz :

Messrs. Porter, of Hartford, I. L. Peet, of New York, and R. L. Chittenden, of Ohio.

Rev. COLLINS STONE, Superintendent of the Ohio Institution, announced that he had received a number of letters from gentlemen abroad, who were unable to attend the Convention.

On motion, the letters were read, as follows :

FROM CHIEF JUSTICE WILLIAMS.

HARTFORD, May 19, 1853.

Rev. Collins Stone:

DEAR SIR: Your circular inviting me, with others, to attend the Convention of Instructors for the Deaf and Dumb at Columbus, in August next, was duly received, but until this time I did not observe that an early answer was requested.

It would gratify me highly on several accounts to be with you, but the distance and the season of the year must be my apology for declining.

I am, very respectfully, your friend, &c.,

T. S. WILLIAMS.

FROM REV. G. T. BEDELL.

PARSONAGE, CHURCH ASCENSION, }
New York, May 16, 1853. }

DEAR SIR: It will not be in my power to accept your kind invitation to the Convention at Columbus. I trust that the occasion will greatly promote the interests of Deaf-Mute instruction.

With best wishes for the prosperity of your own Institution,

I am yours, respectfully,

G. T. BEDELL.

Mr. Collins Stone, Sup't Ohio Inst., etc.

FROM MR. HENRY J. WILLIAMS.

PHILADELPHIA, May 7, 1853.

DEAR SIR: I have just received your note requesting me to attend a Convention of persons connected with the

instruction of the Deaf and Dumb, and, as you request an answer, I lose no time in saying that my professional engagements will deprive me of that pleasure.

Wishing you every possible success in the excellent work in which you are engaged,

Believe me, very respectfully, yours,

HENRY J. WILLIAMS.

C. Stone, Esq., Columbus, Ohio.

FROM MR. J. H. WELLS.

HARTFORD, CONN., May 12, 1853.

DEAR SIR: I thank you for your invitation to attend the Convention which will assemble next August, at the Institution for the Deaf and Dumb, at Columbus.

It would give me much pleasure to attend it, but my advanced period of life, and my avocations here, forbid it.

I remain, dear sir, yours most sincerely,

JAMES H. WELLS.

To the Rev. COLLINS STONE, Superintendent of the Institution for the Deaf and Dumb, Columbus, Ohio.

FROM MR. J. C. COVELL.

STAUNTON, June 6, 1853.

Rev. Collins Stone:

DEAR SIR: The Convention of Instructors of the Deaf and Dumb, occurring in the month of August, the first month of our Session, I regret to say, we are hindered from attending it.

The necessity of the case demands that our vacation take place in the months of June and July. Not so with

most other Institutions for the Deaf and Dumb. Hence, for one to ask twelve to change the time of holding the Convention, to make it convenient for that one to be present, might seem like the mountain's going to Mahomet, instead of Mahomet's going to the mountain, did we not consider, at the same time, that such a Convention should be catholic in its operations, and to be so, should invite the steady co-operation of all Instructors of the Deaf and Dumb. I would therefore suggest that the Convention be asked to change the time of holding its Session from the month of August to July, which month, I think, is common to all.

Please say to the Convention that a cordial invitation is extended to it by us to hold its next session in Staunton.

With sentiments of high regard,

Your obedient servant,

J. C. COVELL,

Assistant Principal.

FROM DR. J. C. MERILLAT.

VA. INST. FOR THE DEAF AND DUMB AND THE BLIND, }
STAUNTON, August 6, 1853. }

Collins Stone, Esq., Sup't Ohio Deaf and Dumb Asylum:

DEAR SIR: The Board of Visitors of this Institution have directed me to express to you, and through you to the members of the Convention which is about to assemble at your Asylum, their regret at their inability to send a Delegate to represent this Institution. We are fully aware that great benefits may be derived from these Conventions, and we would gladly attend them if we could do so; but some

portions of this State are so unhealthy during the month of August, that to enable all our pupils to visit their friends once a year, we are obliged to have our vacation in June and July.

The Board of Visitors of this Institution have also directed me to request you to renew the invitation which they gave last year to the members of the Convention, and to say that we shall be happy to see them here next year, provided the Convention can convene on or before the last Wednesday in July.

With the sincere wish that the Convention may be a source of pleasure to its members, and of benefit to the Deaf Mutes of the United States,

I am, very respectfully, yours,

J. C. MERILLAT,

Principal.

Dr. PEET inquired if all the letters had been read?

Mr. STONE replied that they had; at least all that were intended to be presented.

Dr. PEET remarked that one of the Directors of the New York Institution had proposed to be present on this occasion, but as he had not yet arrived, the supposition was fair that he would not do so. The gentleman to whom he referred was the First Vice President of the Institution, General PROSPER M. WETMORE. If practicable, he had intended to prepare a letter for presentation to this body. In the event of his inability to appear, by letter or in person, Dr. P. had been requested to make his apology. The absence of the gentleman was probably owing to the occurrence of illness in his family.

Mr. RAE, from the Committee on Nominations, made the following report:

For President—Hon. JOHN W. ANDREWS, of Columbus.

For Vice Presidents—Rev. WM. W. TURNER, of Conn.; Dr. H. P. PEET, of New York; Rev. SAMUEL B. CHEEK, of Kentucky; Rev. COLLINS STONE, of Ohio; Rev. THOMAS MCINTIRE, of Indiana; O. W. MORRIS, of Tennessee; J. S. BROWN, of Louisiana.

For Secretaries—ISAAC LEWIS PEET, of New York; RICHARD L. CHITTENDEN, of Ohio.

The Report of the Committee was unanimously adopted.

On motion of Mr. BROWN,

MESSRS. STONE and TURNER were appointed a Committee to conduct the President to the Chair.

HON. JOHN W. ANDREWS, on assuming the Chair, returned his thanks for the honor conferred upon him. He deemed it a high honor to be called to preside over the deliberations of this Convention. It was an assemblage of Christian men, engaged in a work of love, and seeking to honor God by doing good to man. He was gratified that the body had met in the capital city of his State. However the public spirit might differ on questions of political import, the citizens of Ohio, he begged the Convention to be assured, were thoroughly agreed upon the one great question of the propriety and necessity of encouraging their Charitable Institutions. He who in any manner sought to promote the welfare of these Institutions was looked upon as a public benefactor. The speaker had no doubt that the present meeting would result in good to the Deaf and

Dumb, whom it seeks to benefit directly, and also, that it would greatly influence the public mind for good, and that its fruit would remain.

On motion of Mr. BROWN,

Resolved, That a Committee consisting of one Delegate from each of the Institutions represented, be appointed by the Chair to report the order and form of business to be submitted to the consideration of the Convention.

The resolution was adopted unanimously.

The CHAIR appointed the following gentlemen as said Committee:

Messrs. Brown, Turner, Peet, Stone, McIntire, Cheek and Morris.

On motion of Mr. TURNER,

Resolved, That the Business Committee be instructed to draft and report rules for the government of the Convention.

The resolution was adopted unanimously.

On motion of Mr. BROWN, the Business Committee had leave to retire.

Dr. PEET, on behalf of the Business Committee, suggested that all those Delegates who intend to read papers before the Convention, should hand in the titles of said papers to the Committee.

Mr. WILLIAM WILLARD offered the following resolution:

Resolved, That whereas one of the prominent objects of our meeting is for mutual edification and improvement, as regards the best and most available methods of imparting instruction through the medium of the sign-language, all the members of the Convention be respectfully requested to deliver their addresses in the sign-language, as far as they can conveniently do so; and that interpreters be solicited to read the same *viva voce* for those present not familiarly acquainted with signs.

Dr. PEET moved, as an amendment, that an interpreter be appointed for the benefit of the Deaf and Dumb, and that the discussion take place *viva voce*.

On motion of Mr. HUBBELL, the resolution, with the pending amendment, was referred to the Business Committee.

The Business Committee here returned and reported, through their Chairman, the following Rules for the government of the Convention, viz:

R U L E S .

I. The members of this Convention present at any time appointed for a meeting, shall constitute a quorum for all purposes of general discussion and debate and of adjournment.

II. The President, or one of the Vice Presidents, or in their absence, a member chosen by the majority for that purpose, shall preside at each meeting of the Convention.

III. The proceedings of each meeting shall be in the following order:

1. Reading of the Minutes of the previous meeting.
2. Reports from Committees.
3. Reading of Communications.
4. Unfinished Business.

IV. All Committees shall report in writing.

V. Every resolution shall be reduced to writing and subscribed by the name of the member offering the same.

VI. At all meetings of the Convention, the rules of proceeding shall be those contained in Jefferson's Manual, except in those cases herein specially provided for.

Mr. STONE moved a concurrence in the Report of the Committee. Carried.

Mr. BROWN moved that the members of the Convention vote by raising the hand, in order that the Deaf Mutes present might be able to participate fully in the proceedings.

Dr. PEET said he would not exactly oppose this motion, but he thought its practical operation would be found inconvenient. To him it would be altogether the most satisfactory that the question be taken by ayes and noes, the Deaf Mutes themselves voting by the uplifted hand. The vote could in no case be simultaneous, because the Deaf Mutes must necessarily have the matter explained. This, he thought, would be found annoying, and calculated to retard business. From expressions of opinion he heard around him, he believed the Convention was decidedly in favor of taking the question *viva voce*, as is done in other assemblies. He proposed that this arrangement be carried out now, and that the vote of the Deaf Mutes by raised hands be taken after the vote by ayes and noes. He did not make this as an amendment, but in order to explain the difficulties observed in former Conventions.

Mr. BROWN amended his motion in accordance with the suggestion of Dr. Peet. He now moved that the vote of speaking members be taken *viva voce*, and that of Deaf Mutes by raising the hand.

Mr. STONE explained that the mass of the Deaf Mutes present were not members of the Convention. Some of them were graduates of the Ohio Institution, and others were in attendance from different States, at a Convention of their own.

Mr. BROWN's resolution, as amended, was then adopted.

Mr. STONE moved that Mr. Ayres, of Hartford, be appointed Interpreter for the Convention. Carried.

Mr. CLERC was in favor of all the members of the Convention voting by the uplifted hand. He thought it would create confusion to have two methods.

Mr. PORTER, in behalf of the Committee on Credentials, requested gentlemen to give in their names.

Mr. BROWN, from the Business Committee, reported in part the titles of papers to be presented to the Convention, as follows:

On the difficulties encountered by the Deaf and Dumb in learning Language; By COLLINS STONE.

On the Benefits conferred upon the Deaf and Dumb by the usual course of instruction; By R. L. CHITTENDEN.

On the Philosophical Basis of Language; By LUZERNE RAE.

On the Best Method of Teaching Language to the Higher Classes in our Institutions for the Deaf and Dumb; By JOHN R. KEEP.

On motion of Mr. STONE,

Resolved, That a Committee of three be appointed to invite such gentlemen as they may think proper to sit in this Convention.

Adopted.

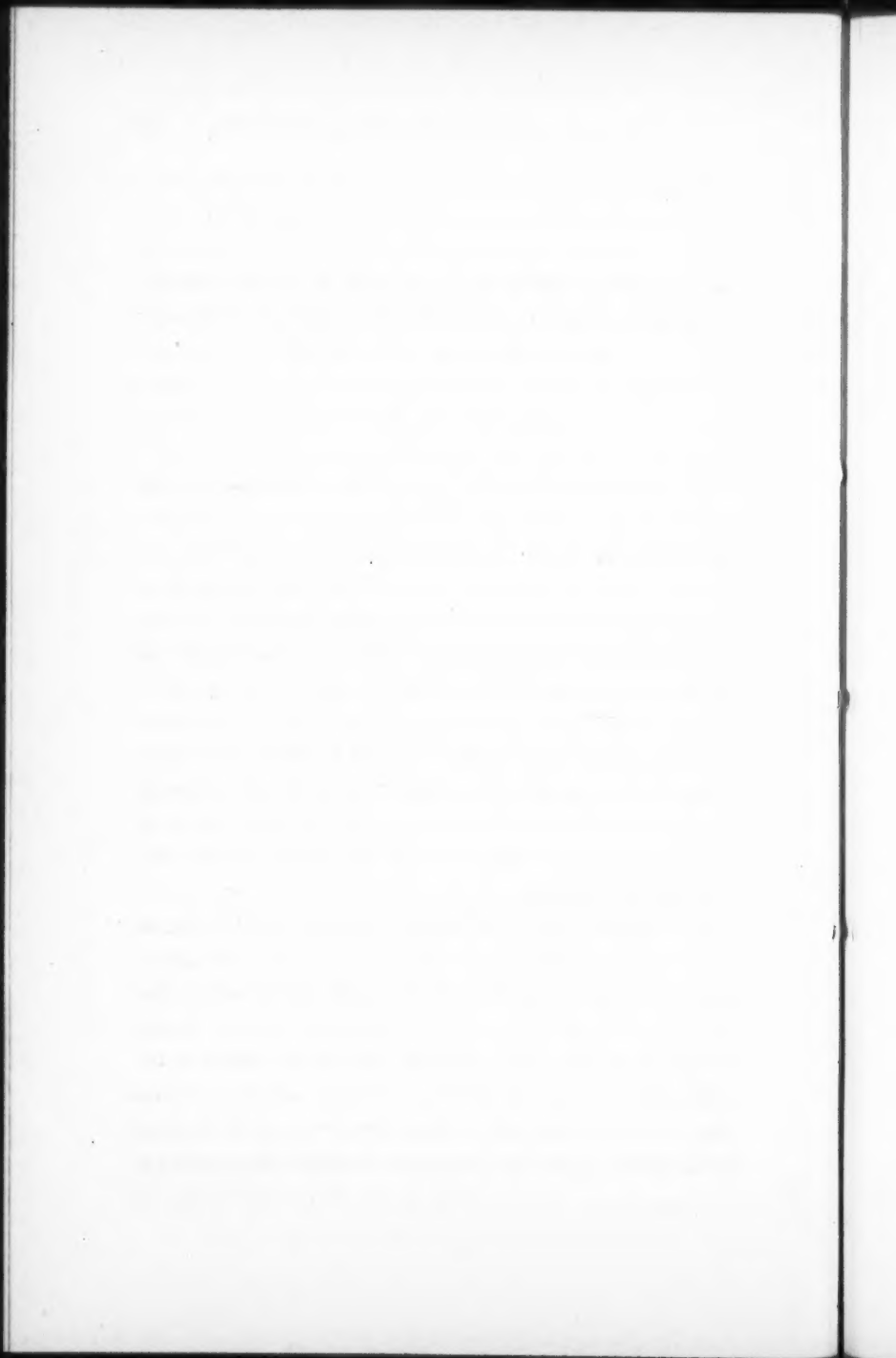
The CHAIR appointed Messrs. Stone, Dr. Peet, and Brown, as said Committee.

Mr. STONE moved that as there was no further business before the Convention, Rev. JOHN R. KEEP, of the Ohio Institution, be now invited to read his paper on the "Best Method of Teaching Language to the Higher Classes in our Institutions for the Deaf and Dumb."

Mr. KEEP's paper was accordingly read, as follows:

ON THE
BEST METHOD OF TEACHING LANGUAGE
TO THE
HIGHER CLASSES IN OUR INSTITUTIONS
FOR THE
DEAF AND DUMB.

BY JOHN R. KEEP.



ON THE BEST METHOD OF TEACHING LANGUAGE TO
THE HIGHER CLASSES IN OUR INSTITUTIONS
FOR THE DEAF AND DUMB.

BY JOHN R. KEEP.

By the end of the fifth year, if the teaching has been faithful and the pupils are of fair capacity, it may be presumed that the great framework of language is fully and familiarly known. By this time certainly the distinctions of time and the manner of expressing them, the various modes in which actions are represented, and the change in termination and position, which the laws of construction require, ought to be engraven upon the memory, ready to be applied to all new words as they shall severally be brought to the pupil's notice. Contemplating a class of pupils at this stage of advancement, we inquire in what way they can best be brought forward to the full comprehension and ready use of language.

No language can be said to be acquired, until it can be made at pleasure the vehicle of thought. After its grammatical forms are mastered, there is still a vast work to be accomplished. A wide ocean of new words is to be explored and their meanings, numerous and often diverse, to be settled and fixed in the memory. These individual words, with their associated ideas, must also be under the control of the mind. Like the Centurion's soldiers, they must go

and come at its bidding. The ability to understand a language, and the ability to use it as a medium of communication, are by no means identical. Of this we have a striking example in many of our college graduates, who, though able to read Greek and Latin authors, have not the ability to write so much as a single sentence in either language. Years have been employed in acquiring a knowledge of the classics, but this labor has brought with it no power to use the languages thus acquired as vehicles of thought and communication.

In inquiring, then, after the best method of teaching language to the advanced classes in our Institutions for the Deaf and Dumb, the subject will be considered in this two-fold aspect. The Mute must not only learn the meaning of words, but must have imparted to him the power of freely and readily communicating his thoughts in written language, before he can be said to be restored to society from which his misfortune has isolated him.

In accomplishing this work, books must evidently be our great instrumentality. There is no spoken language for the Deaf. But what books shall we select? Not necessarily those which contain most ideas, but those which will best subserve our purpose in teaching language. We would choose, then, neither John Howe nor Calvin's Institutes; and the books of history which are in use, I believe, in all our Institutions, are scarcely better adapted to our wants. A book from which language is to be learned as a model, should at least be English. It should also be intelligible and interesting. The more useful information it embodies under these conditions, the better. But no book should be selected merely for its information.

It might be thought that romances, from the extraordinary interest they excite, would be well suited to our purpose. Books which enchain the attention, so that the reading is a pleasure and not a task, must have a great superiority as lessons for the study of language. But the Deaf and Dumb are not particularly interested in romances. Books of this character, to be relished, must be read without labor, and must be read rapidly. We should feel all of us that we had indeed been feeding upon wind, if it were necessary to take our dictionaries and spend half a day in close study to make out three or four pages of fiction. Even Robinson Crusoe has not been found specially attractive to our pupils. The spirit of adventure which gives to this book its principal charm, is not a feeling which is early developed; and probably most of our pupils even in the advanced classes, are too young in mental growth, to enjoy the vicissitudes which occurred in the life of this deservedly celebrated character. The sentences too are long and involved; there is much moralizing, and a constant reference to cause and effect; all of which make it especially difficult for the Mute.

Goldsmith's Unabridged History of England, if I mistake not, will be found to combine in a remarkable degree, those qualities which we need in a book for the Deaf and Dumb. Clearness and simplicity are such marked and universally recognized characteristics of Goldsmith's style, that when these are employed in the illustration of English history, with all the interesting detail which he weaves into his narrative, there can be little doubt that he will interest and charm the Deaf, as he has those of all classes who can hear. Of the books used in the Ohio Institution, I can speak in

high praise of the "Class Book of Nature." The subjects are interesting, and the language quite remarkable for its clearness.

Books of a suitable character having been selected and placed in the hands of our pupils, the question returns, by what method can they best be taught—how may they soonest know the meaning and acquire the use of written language?

I remark first, as a general principle applicable to both branches of the subject, that in order to make the most rapid proficiency in a new and strange language, it is necessary that the native and already familiar tongue should be disused. To this rule, so far as I know, there are no exceptions; and the reason is obvious: It is *use* only which makes a language familiar, so familiar that the thoughts will flow in it. But how is such use, in the case of a new and strange tongue, to be secured? *Only by compulsion.* The thoughts will continue to flow in the old channels, and to find expression in the customary words, unless by a discontinuance of the old, they are *driven* into new modes of expression.

Testimony on this point might be adduced to almost any extent. The Rev. J. D. Butler, of Cincinnati, who has a remarkable facility in acquiring languages, states that while traveling in Germany for the purpose of perfecting himself in the language, he felt compelled to separate from his American companion, so sensible did he become of the necessity which existed for a total disuse of his own language in acquiring another. The same course is adopted, and for the same reason, in those schools in our country which teach French as a spoken language. French is made

the language of the family, and the pupil is allowed to use no other. The Missionaries at the Sandwich Islands who were stationed at the principal seaports, and had daily intercourse with their own countrymen, made but slow progress in the native tongue, and in some cases never fully mastered it; while Mr. Ruggles, who occupied a station on a remote Island, and one never visited by ships, who seldom saw even his missionary brethren, made astonishing proficiency; so perfectly did he succeed in making that language the vehicle of his thoughts, that on returning to this country, he found himself repeatedly in *public prayer* pouring forth his supplications in the Hawaiian tongue. In answer to a letter of inquiry which I addressed to him a few weeks since, he fully endorses the principle I am urging. "I think," he says, "your theory correct as a general thing. It is necessary to discontinue the use of one language before another can be correctly known and spoken."

Can any good reason be assigned why this principle, proved to be so important and necessary in the acquisition of a new language, should not be adopted in teaching language to the Deaf and Dumb? There is certainly no intrinsic difficulty in the case. Suppose a Chinese has been taught English by one who understood English and Chinese, and has been carried to the same point of progress in the language with our advanced classes. Let him now be placed under the care of another instructor, who knows nothing of Chinese, and must his advancement cease on that account? He already knows, it may be, more than half the words which he meets in books, he has mastered fully the principles of construction, there is no insuperable

difficulty in the way of his going on, even without an instructor, to gain a full knowledge of the language. What does there remain for him to learn? Simply the *meaning* of words and phrases, which, by the aid of a complete dictionary and the connection, he is able to make out for himself. Now, in what respects does a Mute in one of our advanced classes differ from a Chinese in the case supposed? In no respect, except that he is less mature in intellect, and on this account needs more assistance. The mere fact of his deafness gives no peculiarity to his case. *He* can consult a dictionary; he can learn the meaning of words and phrases which he does *not* know, by the aid of those which he *does* know.

Another important principle in the acquisition of language, whether the understanding of its meaning or the ability to use it be considered, is that large portions should from time to time be committed to memory. We will suppose that a page or two of deeply interesting narrative, in pure English, has been studied till it is perfectly comprehended. These pages are now committed to memory, and what is gained by the process? First, a more familiar and intimate association of the ideas with the words employed to express them. There has been a fusing and casting process in the mind, by which the thoughts and these words as their representatives, have become more closely united. This is a great point gained. In the case of far too many words, the idea is only faintly associated, like the touch of a shadow, which flits away in a moment at the coming sun. In the second place, the *grammatical forms* of language in actual use are vividly impressed upon the mind. These forms, which have been so wearisomely pored over as dead,

are here seen and impressed upon the memory in full life and motion, and their relations and uses are of course better apprehended. Nor is this all. It will be found, if I mistake not, that a quickened and strong impulse has been given by this means to the pupil's own efforts at composition. Phrases, words and sentences correctly employed, will be constantly appearing in his daily writing, which have been drawn from these garners of the memory.

It would be a great aid in making language a vehicle of thought, if some suitable prayers were composed for the use of our older pupils, which they should commit to memory, and spell morning and evening, upon their fingers. Might it not preserve the habit of prayer in many cases where it is now neglected? As a help in language, such prayers would be of great value. The absolute familiarity which would thus be given to a small portion of language, in which thought or the written or spelled form were so perfectly cemented, would invite and encourage them to other acquisitions. A lively boy in my class, while writing out the explanation of a passage of Scripture given in the chapel, introduced this incident of personal history: "Last evening, as I was lying on my bed, I spelled with my fingers the words following — 'God is the strongest in the Universe. God is the kindest in the Universe. My conscience reproved me.'"

As still further evidence of the importance of this principle of committing connected language to memory as an aid to progress in its acquisition, permit me to refer, Gentlemen, to our own experience in the acquisition of signs. How strong we felt after we had repeated our first prayer in signs! What an impulse was given by our first exposi-

tion, even though this prayer and exposition were taken wholly from our instructors. We understood, it may be, the individual signs before. But now, they had become available and intelligible in a much higher sense—available, not merely in the precise order in which we had learned them, but out of these materials we proceeded to construct other prayers and other expositions.

But leaving these general views, it is time that we consider some practical methods, under each branch of our subject. And *first*, then, under the restriction already laid down, that signs should be dispensed with, how are we to teach the *meaning* of language to the Deaf Mute of our advanced classes? His vocabulary, we have supposed, was somewhat extensive, notwithstanding it may be that nearly half the words are new. How shall he learn their meaning?

Chiefly, I answer, and primarily, from their connection. It is in this way that new words are constantly learned by those who hear and speak. In this way, children advance from the simple ability to call the name of "Father" and "Mother," up through the vast field embraced in a spoken language. And yet, during all this time, it is possible that not a single one of the new words which were constantly repeated in their hearing, was ever defined for them, or a dictionary consulted to determine its signification. If we receive a letter, and a word or two is erased, how easy it is in most cases to supply the deficiency from the connection. Such being the efficacy of this method of determining the meaning of words, it is of the greatest importance that it should be earnestly and faithfully applied in our efforts to impart a knowledge of language to the Deaf and Dumb. The teacher should insist, and will find it necessary to in-

sist again and again, that the *connection* in which a word or phrase stands should be sharply considered, before the pupil asks assistance or consults a dictionary. Such an examination of the connection will not only evolve the meaning of words not before seen, but will continually affix new meanings to those which are known.

But if the meaning of a word or phrase cannot be discovered from the connection, let recourse be had to the teacher or the dictionary. As the teacher is not always present, the dictionary should be an inseparable companion of the advanced pupil. But what dictionary? Either, I answer, a *clavis* which shall give the exact meaning of the word in the place where it occurs, like the dictionaries attached to our classical books for the younger students, or a dictionary embracing all the legitimate meanings of a word. I have not found one case in ten, and every teacher's experience I presume is the same, where I could, without knowing the connection of a word, give a meaning which would apply. I would give what I thought the most common meaning, and afterwards seeing the word in its connection, find that I had entirely missed its import where it stood. The school dictionaries do the same. They profess or aim to give the most common signification, but it is one which throws no light often upon the word as the pupil finds it in his book. In accordance with these views, I have Webster's Unabridged Dictionary open upon my table in the school room, and encourage its free use by the class, and am always at hand to aid them in finding and applying its definitions. And I would deem it indispensable that the highest class sit at one table in their evening studies, and that there be in the study-room a copy of Webster's Dictionary for their use.

If the course here marked out were faithfully followed by a class of Mutes, they could not fail, we think, of making rapid progress in the great work of acquiring the *meaning* of language. But unfortunately, they are more prone, even than other children, to content themselves with seeing men as trees walking. The faintest glimmer of a meaning is apt to satisfy them. If they meet with a word which they have previously seen, they assume of course, that they understand it, though the sense may be widely different from that with which they are familiar. There is need then of constant vigilance on the part of the teacher, to secure a good result. The lesson, we will suppose, is first carefully read over by the class, before they are exercised upon the difficulties contained in it. During this process of reading, they are exhorted to keep a constant and sharp look at the connection, to use the dictionary freely, and to apply to the teacher whenever they find it necessary. The lesson having been thus read, the class are asked if they understand it; and from many by no means unintelligent pupils, the answer will always be in the affirmative. To test the knowledge of the class, and supply its defects, is now the work of the teacher. Let him begin by writing upon his own slate all those words and phrases which he has reason to believe are not understood, or but imperfectly, and require from the class written definitions of their meaning in the connection in which they stand. While this is going on, let the teacher pass from slate to slate, giving assistance and encouragement, directing to the dictionary and aiding to find the definition applicable; and endeavoring not only to secure a correct explanation, but to have it so expressed that it shall be

fully understood. This will be found a most useful and a very exciting exercise. All are busy, and on every hand are calls for the teacher for his assistance or approval. The attempt to define any word, if successful, always results in a clearer and more fixed conception of its meaning. By this process then, the teacher not only ascertains what the class know and do not know, but assists them to remove their ignorance and perfect their knowledge. It is hardly conceivable, that a page thoroughly canvassed in this way, under the eye of the teacher, should not in the end have every one of its words stand out before the scholar in its own true and clearly recognized import. Or again, instead of writing upon his slate, let the teacher spell upon his fingers the difficult words and phrases of the passage under examination, and require each pupil, with his book open before him, to notice the connection, and define their meaning by spelling. If the explanation given by one, though correct, is not understood, the teacher gives one which is. If one pupil cannot answer, the difficulty is passed on to another and another, till it finds a satisfactory solution. It often happens, that a word which may be difficult to define *in other words*, may have its meaning clearly and easily *revealed* by framing it into some sentence for the purpose. Let this method of definition be remembered and practiced with others, whenever it may be necessary or more successful, and there certainly can never can be a just ground of complaint that language cannot be understood by our advanced classes without the use of *signs* to make it intelligible.

Reverting now to the other branch of our subject, let us inquire in what way our pupils can be best aided to attain

a *free and correct use* of language. We have said, that the power to understand the ideas contained in words, and the power to express those ideas in the same or other words, are very different, and often exist in the same mind in very unequal degrees. Care then should be taken to exercise this faculty of communicating. The pupil should be encouraged to embody his ideas in the forms of written speech, those which arise spontaneously in his mind as well as those which he receives from books. And this brings us back to the necessity already insisted on, of discarding signs and thus compelling the pupil to the use of words.

If signs were totally laid aside by our advanced classes, there would, it is true, be need of no special care to secure the use of words in their place. Man is by nature a social being, and communication with his fellows a matter of necessity. If one medium is taken away, he will invent or avail himself of some other. Could then the pupils of our advanced classes be induced to relinquish altogether the use of *signs* in their intercourse with each other, as well as in the school room, we should see them advancing in the *use of language*, with a rapidity that in comparison with our past experience, would be truly surprising.

To secure such a disuse of signs, even on the part of our most advanced pupils, is a work of no small difficulty. Signs are easier; the thoughts flow spontaneously in that direction. Communication is also more rapid, and can be carried on at a greater distance than by dactylology. But when once the use of language in a written form has become in some degree habitual, there is every thing to encourage its continued use. It is so much more precise and copious, that the swathing bands of infancy are wil-

lingly laid aside for the free and easy and enlarged garments of a riper age. By both example and precept then, let the teachers of our advanced classes discourage the use of signs. Though it be wearisome, let them spell out the various directions which are given in the school-room. Let all their questions upon the lessons be spelled or written, and let them rigidly insist on having the answers returned in the same way. By constant repetition, the forms of language will thus become familiar, and the pupil, almost without knowing it, will find himself thinking and talking in this medium.

I have understood that by a formal vote of the Faculty, the teachers at Hartford were directed, some years ago, not to understand or employ signs in the boys' study-room. All, both young and old, were required to come with their wants spelled or written out, before the teacher could know what they wished, or attend to them.

Topics in the books studied should often be given the class to write upon, in the way of review. They should be required to give sketches of historical characters and interesting historical events, with which they have been made acquainted. They should write original compositions and letters; in fine should be constantly employed with the pen or the pencil in giving expression to their thoughts in words.

But to be more particular. Let us suppose that a page of interesting English has been carefully studied until its meaning is fully comprehended. Let the books be now closed, and the class required to write out upon their slates the ideas which are contained in that page. This they may do in any language that occurs to them,

whether that of the book or their own. At first probably but a small portion of the ideas will be expressed, but gradually the power of taking up and re-casting thoughts will be developed, until all the important ideas of the passage will be given, and that too in clear and appropriate language. Not only does the pupil in this way acquire a facility of expression, but what is of the greatest importance to him, he learns how to express connected thought, in which he will always show a lamentable deficiency, so long as he is exercised on isolated sentences alone. Or, to vary this method, let the teacher spell out upon his fingers some interesting narrative in language which he is sure will be comprehended, and require the class to write as much of it as they can retain in his language or their own, as they may find most easy. Each of these methods will be found in the highest degree serviceable in awakening and cultivating the pupil's power of communicating by language, and should on this account be frequently practiced by the skillful teacher.

I will only add, in conclusion, that as under our present system, religious instruction is almost exclusively communicated in signs, it will be important to the moral benefit of the pupil, as well as to his progress in language, that these instructions should be recorded by him in written forms. The class then, should be required to write out every morning, in correct and natural language, the explanation of the passage of Scripture which has been given in the Chapel. I have been affectinglly reminded, while superintending this exercise, of the compensations which so often occur in God's providence. Here is this calamity of deafness, shutting out the soul from all knowledge of

salvation! Yet, by means of Institutions for the benefit of those thus afflicted it happens that no class of persons, in a course of education, receive so much and so intelligible religious instruction, as these very persons whose condition seemed so hopeless. And if, by the methods which have now been indicated, or others, their calamity itself may be overcome by imparting to them a clear understanding and ready use of the common speech of men, how grateful is the thought that their physical defect, with its attendant mental darkness, has not come as a mark of Divine displeasure, "but that the works of God might be manifest in them!"

Mr. VAN NOSTRAND offered the following resolution:

Resolved, That the meetings of the Convention be opened with an explanation of Scripture and a prayer in the language of signs, by some person invited by the President of the Convention.

Dr. PEET considered it exceedingly important that an exposition of a passage of Scripture in the language of signs should be made, and that a prayer should be offered in the same manner. The language of signs is the only poetry which the Deaf Mute knows. It is the most impressive, also, that can be devised. It is peculiarly fitted for devotion; and as many, and especially teachers of Deaf Mutes were present, he thought the proposition that had been made, came with peculiar appropriateness. He cordially seconded the motion. The resolution was adopted unanimously.

On motion of Mr. VAN NOSTRAND,

Resolved. That the meetings of this Convention be open to the public, and that the usual facilities be afforded to the Reporters of the public press.

Mr. BROWN remarked that some thoughts had been suggested to his mind by the paper that had just been read. He considered that it would be interesting to hear the views of teachers present, and proposed that the subject of the paper be made the special order for the afternoon.

Mr. VAN NOSTRAND appealed to the usage of former Conventions. It was customary to allow a subject to come up in its proper order and place. He had himself a paper to present embodying views directly opposite to those maintained in the paper which had just been read. He therefore moved that the whole question be deferred until the afternoon session, when it could be properly considered.

Mr. RAE seconded this motion. He was in favor of devoting the entire afternoon to the discussion.

Mr. KEEP thought there was an obvious propriety in having the whole case presented at once.

Mr. TURNER moved that the paper of Mr. VAN NOSTRAND be read immediately upon the re-assembling of the Convention in the afternoon, and that the discussion of the subject be then taken up. He further moved that the whole subject be deferred until after the reading of Mr. VAN NOSTRAND'S paper. He desired neither to approve nor disapprove until both sides of the question had been presented.

Mr. BROWN withdrew his motion.

Dr. PEET was happy to perceive that our meetings were not likely to prove uninteresting through a want of discus-

sion on the subjects to be presented. The paper which had been read embodied many important views very clearly expressed. As had been remarked, however, by his friend from Hartford, Dr. P. was anxious neither to approve nor disapprove until the question in dispute had been fairly presented. Our object is to arrive at truth. This, he presumed, was the purpose of every Delegate who was then present. In order to do this, it is desirable that views, *e toto celo*, should be presented, so that a medium may be reached, the truth be arrived at, and the result attained by each be perhaps modified. He trusted the discussions would be courteous and liberal, and hoped that time would be afforded after the reading of each paper, for a general debate upon the points presented.

Mr. VAN NOSTRAND discussed the power of the Convention and its members to take action upon questions. He held that no collective action could be taken. As individuals, members possessed the right to assent to or dissent from a proposition, but as a Convention they can not.

Mr. BROWN could not quite agree in this assertion. He claimed that the Convention had a perfect right to indorse or not indorse the views that might be laid before it.

The discussion here dropped.

Mr. STONE called for the report of the Committee on Credentials.

Mr. PORTER presented the following list of delegates who were entitled to seats in the Convention, viz:

FROM THE AMERICAN ASYLUM AT HARTFORD. Rev. Wm. W. Turner, Acting Principal; Luzerne Rae, Instructor of the High Class; Laurent Clerc, Samuel Porter, J. A. Ayres, O. D. Cooke, J. C. Bull, Instructors; Mrs. White, Matron.

FROM THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB. Harvey P. Peet, LL. D., President; J. Van Nostrand, Senior Professor; I. Lewis Peet, Instructor of the High Class; G. C. W. Gamage, Mrs. E. C. Bacon, Instructors.

FROM THE DANVILLE (KY.) INSTITUTION. Rev. Samuel B. Cheek, Assistant Superintendent and Teacher; John Blount, Jordan D. Cozatt, Teachers.

FROM THE OHIO INSTITUTION. Rev. Collins Stone, Superintendent; H. N. Hubbell, former Superintendent; Henry Wilson, David Robb, Trustees; J. R. Keep, R. L. Chittenden, L. H. Jenkins, D. E. Ball, P. M. Park, Instructors; I. H. Roston, Steward; Mrs. Stillwell, Matron; Mrs. Burt, Assistant Matron.

FROM THE INDIANA INSTITUTION. Rev. Thomas MacIntire, Superintendent; Rev. L. H. Jameson, Trustee; Dr. W. H. Latham, Teacher of Senior Class; Wm. Willard, P. G. Gillet, J. S. Lattin, C. W. Moores, Teachers; Miss Jameson, Matron.

FROM THE TENNESSEE INSTITUTION. O. W. Morris, Superintendent.

FROM THE MISSOURI INSTITUTION. William D. Kerr, Superintendent.

FROM THE LOUISIANA INSTITUTION FOR THE DEAF AND DUMB AND BLIND. Jas. S. Brown, General Superintendent; M. M. Hanson, Teacher.

FROM THE WISCONSIN INSTITUTION. F. K. Phoenix, Secretary of Board of Trustees.

Mr. STONE, from the Committee on Invitations, reported in favor of inviting the following gentlemen to take part in the proceedings of the Convention, viz:

Rev. H. L. Hitchcock, Rev. M. Hicks, Gen. John Patterson, Jacob Hare, Esq., and Dr. Charles P. Turner.

The report of the Committee was adopted, and the gentlemen named were invited to participate in the deliberations of the Convention.

On motion of Dr. PEET,

The Convention took a recess until two P. M.

AFTERNOON SESSION.

THE Convention re-assembled at two o'clock; the PRESIDENT in the chair.

Mr. AYRES requested to be excused as interpreter.

Mr. CHITTENDEN was appointed in place of Mr. AYRES.

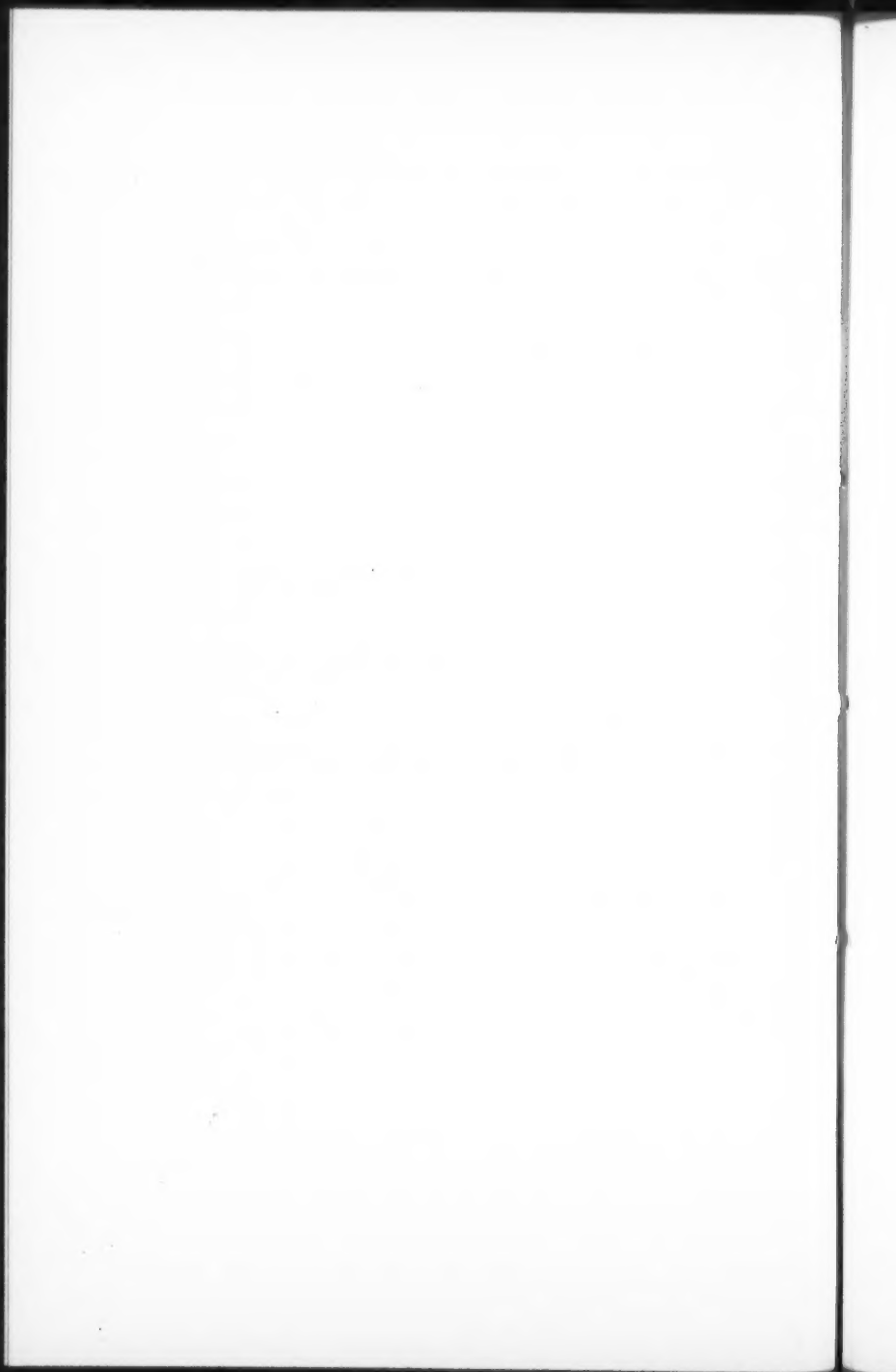
Mr. STONE, from the Committee on Invitations, reported the names of Rev. Dr. Reynolds and Rev. Mr. Greenwald as having been invited to sit with the Convention.

The report of the Committee was adopted.

Mr. BROWN, from the Business Committee, further reported the title of the following paper.

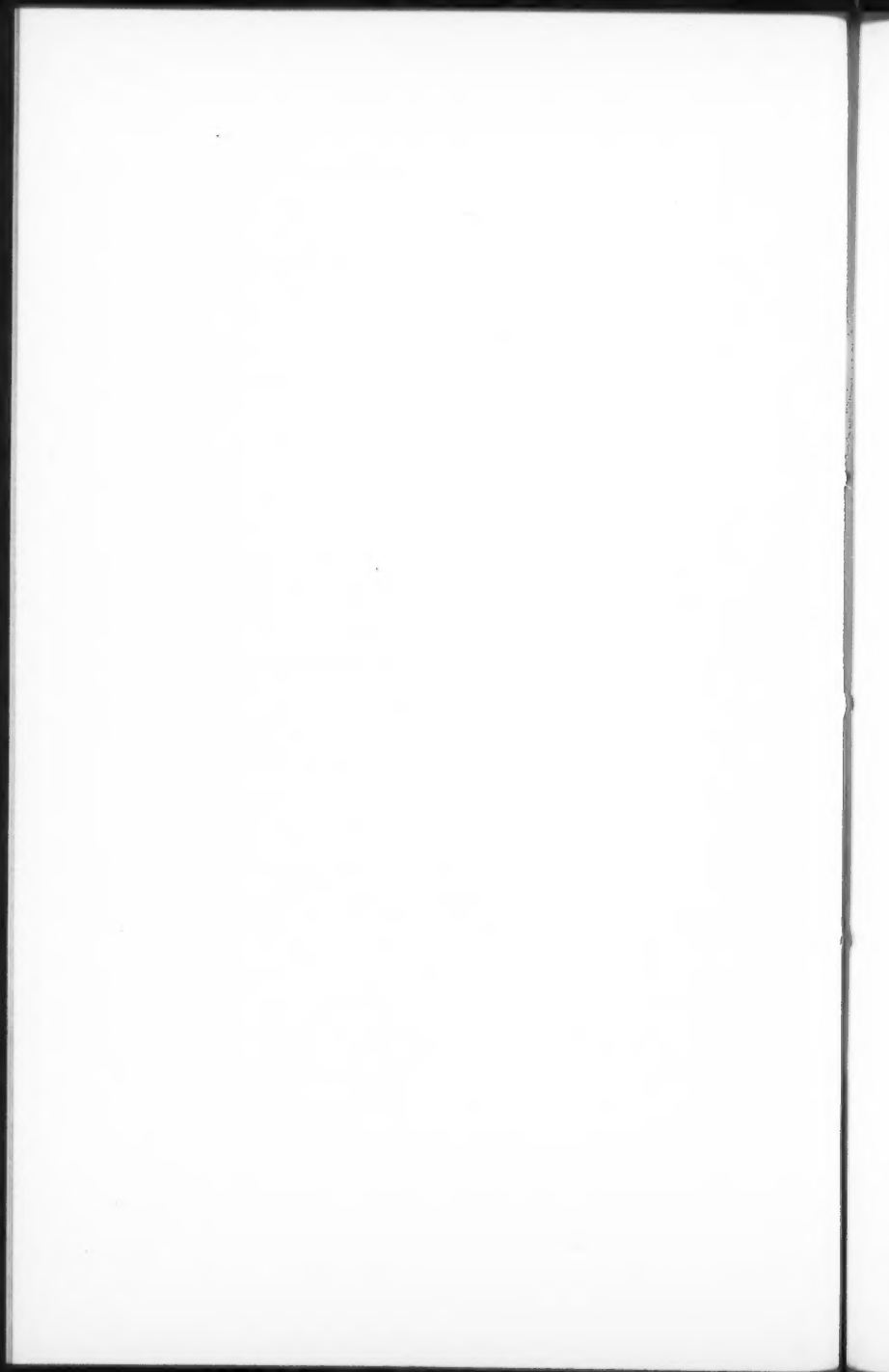
"On the Cultivation of the Sign Language as a means of Mental Improvement for the Deaf and Dumb; by J. VAN NOSTRAND, of New York."

The paper was thereupon read, as follows:



ON THE
CULTIVATION OF THE SIGN LANGUAGE¹
AS A
MEANS OF MENTAL IMPROVEMENT
TO THE
DEAF AND DUMB.

BY J. VAN NOSTRAND.



ON THE CULTIVATION OF THE SIGN LANGUAGE AS A
MEANS OF MENTAL IMPROVEMENT TO THE
DEAF AND DUMB.

BY J. VAN NOSTRAND.

REFORM, like "vaulting ambition," sometimes "o'erleaps itself." Some minds are so constituted as to be incapable of appreciating the importance and necessity of bringing all theories, and especially new theories, to the judgment of a calm and undisturbed and unbiased reason, before substituting them in the place of old and well tried systems, or even before engrafting them upon the old; but, led on by a wild enthusiasm, which repudiates reason and regards calmness and moderation as antiquated ideas, and with the cant of progress on their lips, recklessly abandon that which time and experience have tested, and with eager and unbecoming haste adopt some new fangled or hastily conceived theory which indeed may have the charm of novelty, but nothing else to recommend it. Such claim to be the true exponents of the spirit of the age, the apostles and prophets of reform and progress, the real benefactors of humanity. Sometimes they are eclectic philosophers, gathering the good from all systems and rejecting the bad; but alas for their winnowing, with industrious diligence, they sweep away the heavy grain, and gather the chaff and refuse into bags!

Fortunately for the cause of Deaf-Mute instruction, it has as yet suffered but little from this spirit of innovation,

and up to the present time the advance has been in the right direction. The systematic and well directed efforts of the earlier teachers of the Deaf and Dumb to enlarge and perfect the sign language, as the principal and most reliable instrument of instruction, and to introduce into the processes of the school-room, a course of lessons based upon philosophical principles of progressive advancement, have had an appreciable and most salutary effect in increasing the results of the teacher's labors.

But when instructors propose to reject from the processes of the school-room, in a greater or less degree, the use of the sign language, and even begin to maintain, that instead of advancing, it retards the progress of the pupil, it is time to fear that they may be forsaking the old and well tried paths and abandoning the landmarks that have heretofore guided to success, for a system which certainly has not been tested by experience and which reason will hardly justify. As well might the mechanic abandon the tools which for so long a time have facilitated his labor, and resort to some ruder implements of his own construction; or the sculptor reject the various instruments which years of experience alone have enabled him to devise, to aid in bringing forth from the dull and shapeless block of marble, the almost living and breathing statue, the wonder and admiration of the world, because, forsooth, some untaught genius, with only his chisel and hammer, has succeeded in producing a work of rare merit and skill. Pushing the analogy between an uneducated Mute just commencing to learn a written language, and the child learning a spoken language, to an unwarrantable extent, they have maintained the mistaken doctrine that language should be presented to their minds in the same indiscrim-

inate and disconnected manner, forgetting, apparently, that the Deaf Mute brings to the task mental faculties comparatively more strengthened and developed than the child, and still more strangely neglecting the important fact, that, by the use of signs, his faculties may be more rapidly strengthened and his mind stored with knowledge far in advance of his acquisition of written language, by which to express himself.

The child who learns through the ear, acquires language which he is subsequently taught to classify and refer to general principles. The Deaf Mute, by the aid of a judicious teacher, is enabled to classify the language as he acquires it, and is easily taught to deduce the general principles of construction as he progresses, and is greatly aided in the labor of acquiring a written language by the right process of reasoning and analysis.

It is mainly on the rapid and easy means afforded by the use of the language of signs, for communicating with the minds of his pupils, that the teacher must rely to cultivate the faculty of thought, to fix the attention, and to explain those nice distinctions in the uses and meanings of words, which render the acquisition of written language so difficult to those who must depend alone upon the illustrations of the *usus loquendi* addressed to the eye. To define one word by another is difficult, if not impossible, in the earlier stages of instruction, and even with the more advanced pupil, the substitution of a word familiar to him, to explain one that is new or not familiar, unless accompanied by an explanation in signs, does not always convey to his mind a true and accurate idea of the full force and meaning of the word. It would be as absurd as to place in the hands of a learner a dictionary of a language which

he must acquire, with the definitions in the same language, or to employ a teacher totally ignorant of the language of his scholar. The progress, in both cases, would be likely to be about the same. A progress, as rapid as is consistent with thoroughness and accuracy, is an object of paramount importance in the instruction of the Deaf and Dumb, since the time which is allowed is far too limited for the labor which it is desirable to perform. It is not possible in five, six, or seven years, as the case may be, to communicate to a Deaf Mute, whatever may be his natural abilities, a perfect knowledge of the English language with all its various idioms, exceptions and apparent anomalies, and the habit of using it with perfect correctness. This is the labor of a lifetime, even with those having the use of all the senses. But the judicious teacher will endeavor to give to his pupil such a ground-work and foundation in the principles of construction, and the uses of words, that he may not only be able to use correctly that which he has been taught, but also, by his own efforts, continue to add to his stock of knowledge, when he shall have passed from under the care and instruction of his teacher. No student considers his education as finished, when he leaves the walls of his Alma Mater. It is in fact but just begun. The same may be said with equal, if not greater force, of the Deaf Mute. It may be, perhaps, that it is in colloquial language that he is most deficient. But if he is well grounded in principles and has been taught to apply them, he readily and in a short time, supplies this deficiency. What teacher has not realized this fact, when his pupils have returned from their homes after a vacation, with an enlarged vocabulary and greater freedom in the use of language, from having been compelled to make a self-

reliant use of the knowledge which they had previously gained. We are disposed to insist on this point the more strenuously, because it has been maintained by eminent authority, that there is no benefit in early insisting on grammatical principles, and a general classification of words as they are acquired. Our experience has been different, and so far as we have been able to judge, it has been this very system that has taught our pupils to think and reason, and aided them greatly in their efforts to learn written language.

And therefore it is that we maintain and advocate the importance and absolute necessity of cultivating the language of signs, that its scope and power of expression may be enlarged, and its grace and beauty increased, in order that it may be the most perfect and effectual means of instruction in the hands of the teacher. The attention of even the dullest is arrested by a masterly display of the beautiful language of signs; and, so far from his progress being impeded by it, the dormant faculties are aroused, and traces of mind are sometimes discovered and developed where all seemed dark and hopeless.

Another and most important reason for the cultivation of the sign-language, is found in the means it affords for the religious instruction of the pupils. In this most important and pleasing part of his duty, the teacher finds the greatest satisfaction and the highest reward of his labors, when, fixing the attention of his silent audience, he beholds the eye lighting with intelligence and the face beaming with pleasure, as his argument is comprehended and his illustrations appreciated.

To dispense, then, with the use of signs, or to confine it to a meagre and scanty dialect, is to throw away the

most perfect and only efficient instrument of accomplishing the great and arduous task of instructing the Deaf and Dumb. When in every department of human labor and industry, physical and intellectual, the most untiring efforts are made to advance and facilitate the progress of the race; when the mechanic, unsatisfied with what he has already accomplished, seeks, by new combinations, to diminish the amount of human toil and increase the measure of its results and achievements; when all the means and appliances that can be brought into action, are engaged to develop the intellectual power of man, and facilitate the acquisition of knowledge; when science and art go hand in hand, to increase the sum of human happiness and enjoyment, shall the teacher of the Deaf and Dumb be found, not in the rear ranks of the onward pressing throng, but with retrograde steps, turning back from that which time and experience have tried and proved to be efficacious, to follow and grasp at some fancied theory, which, like an *ignis fatuus*, has flitted before his excited and untutored imagination? For ourselves, we like best the good old paths, the steady but onward progress; slow, perhaps, but sure, like the restless march of serried ranks, content to mark their advance by the conquered cities they leave behind them, and display their achievements by the trophies that they bear with them. We have no sympathy with the erratic and discursive wanderings of unfixed and unstable minds. Their trophies are the broken and scattered wrecks of half-cultivated minds which lie in their track, like the *disjecta membra* of some beautiful but half-finished and broken statue; or, like the separate parts of some splendid temple, the conception of genius, whose slender and well proportioned shafts, elabo-

rate capitals, and "sculptured cornice-frieze and architrave" betray, indeed, glimpses of beauty and grandeur, but because the faithless builder has abandoned his work, fail to present one grand and magnificent whole.

THE subject being now open for discussion,

Dr. PEET remarked that as preliminary to the consideration of the questions presented, it was important that the communication read by Mr. Keep should not be misunderstood or misapprehended. In order to obtain correct results it was necessary fully to comprehend the subject under debate. He would call upon the gentleman who had read the paper to state his view of the limits of the sign language; at what part he would cease using signs; whether in his intercourse with the pupils in the school room he would use signs as expressive of ideas; if he used signs as instruments of explanation or as instruments of comprehension; and whether he would employ signs in imparting religious instruction. Dr. P. wished to ascertain whether he had understood Mr. Keep, and deemed it essential to a correct understanding of the question that the limitations should be defined.

Mr. KEEP thought the suggestion made by Dr. Peet was a wise one. It was quite essential to an intelligent discussion of the subject under debate that a proper understanding should be arrived at. His only fear was that he should detain the audience too long. His opinion in regard to the use of the sign language had been pretty clearly expressed in the first sentence of his paper. He considered that at the end of the fifth year of the course,

the groundwork of instruction is completed. The principles of construction are then understood, and a very extensive vocabulary is comprehended. How to teach written language was a distinct proposition which he took up and discussed. There were many points in connection with this matter in regard to which it might be considered as pushing a theory to extremes to lay down specific rules. Many words required the use of signs for their perfect comprehension. Of course he was not so foolish as to insist on the hands of the teacher being tied. He was in favor of the employment of a clear, intelligible sign language in all the earlier stages of the course. He particularly urged the importance of a clear language. He considered that the great question was whether the intelligent pupil, when he has obtained a knowledge of written language, is not required to drop the sign language at certain points and make his views known in written language.

Dr. PEET rose to reply. After remarking that there was not quite that eagerness to obtain the floor which he had expected to see, judging from the indications of the morning, he said that the gentleman who had just spoken had presented his side very ably. The difference between them was not very wide. Dr. P. knew no better way to discuss the question now before us than for each to give a statement of his views on the general subject of Deaf-Mute instruction. He went for the cultivation of the sign language to the highest possible point of development. He considered this language, in the hands of a master, sufficiently copious and precise to express all ideas—physical, intellectual and moral—that can be expressed by speech.

It was allowed on all hands, that this language was indispensable in the first lessons. He went further, and considered it not merely the means of explaining the earlier lessons in language, but as above all the best means of mental and moral development that can be provided for Deaf Mutes. He would not, by any means, say that it was advisable to use signs always; but to realize the full benefit of this language it should be used with the greatest degree of grace, expressiveness and precision, and can this be attained when signs are used but from necessity and are neglected and thrown aside with contempt as soon as the teacher judges it possible to dispense with their aid? It may be said that signs are but the instruments, the tools, so to speak, of our labor; but is not every labor facilitated by bestowing care and thought and time on the improvement and mastery of its tools?

But it is objected that the design of instruction is not to teach the pupils to use signs but to use words. True the attainment of written and spoken language is the higher and ultimate end of our labors, but signs serve as something more than the mere scaffolding used to raise the edifice, and thrown by as useless lumber when that is done. They form, in fact, a very material part of the building. We have compared them to instruments; they may perhaps be better compared to the cement that holds the building together. To give to written words and phrases a sufficient cohesion in the minds of Deaf Mutes, we can do no better than to *imbed* them in signs. To give our building metaphor another turn, the signs may be said to raise the frame of the building, words then come in as weather boarding, and plastering, and moldings, till what was a mere skeleton stands up graceful, beautiful, and fitted for its designed uses.

Let us take the case of a pupil, such as the average of those sent to our schools for instruction. In most cases he has been neglected by his parents and relatives. They have, perhaps, tried to make him understand, by shouting in his ears, or by talking with mouthing and grimaces full in his face, from a vague idea that he might learn to distinguish the motions of the lips. This hope failing, they have not known how to begin to develop his faculties through the use of gestures, and have been content to point to things they wish him to bring or to take, and to understand his first rude efforts at communication only so far as to respond to the most pressing wants of nature. Still he will often prove an acute observer, and, during his lonely years of childhood, will treasure up in his memory a multitude of reminiscences, embracing forms, actions, uses, etc., of animate and inanimate objects, which, if he comes to school in due time, will be of incalculable value to his education. These reminiscences, however, will fade with advancing years, while, at the same time, the mental and moral faculties will gradually pass the period of development.

But to return: Our pupil, unaccustomed to converse, scarcely aware even of the power of exchanging thoughts with other minds, is placed in the school-room. Half a dozen familiar objects, as a *watch*, a *key*, a *book*, are placed before him. He knows them all by sight, but to what purpose are they there, and why is he pointed to them? This he does not comprehend, and cannot be made directly to comprehend. He looks on in blank amazement. Means must be found to interest him and to bring his faculties into play. Dr. PEET went on to describe his mode of beginning with a new pupil. We may, if we have sufficient

skill in drawing, (and it is desirable every teacher should,) begin by drawing on the slate or black-board an outline of one of the objects before us. If this skill is wanting, a printed cut may suffice. We point to this drawing or picture, and the pupil recognizes it. His face brightens in answer to your inquiring look and gesture, he points to the object represented. Other outlines are drawn, or pictures shown and recognized. The pupil's interest is now awakened, and he comes with alacrity into this mode of exchanging ideas. We now pass to drawings, or cuts of objects familiar to the pupil, but which cannot be brought into the school-room, and I need not say, only a small part of the objects whose names we wish to teach can easily be actually present at a school-room lesson. These pictures the pupil recognizes as well as the former, but is perhaps at a loss how to say so. You aid him by making a few simple signs descriptive of the form, uses, etc., of each object. The more natural and expressive these signs are, the better; they will be more clearly understood, and awaken a more intense and pleasurable interest in the pupil. We have but to set him on the path, he will soon essay to go alone. He will seek to describe, himself, each object by signs. As we show picture after picture, his animated, though as yet rude gestures, and the expression of his countenance, leave no room to doubt that the pictures and the signs awaken in his mind the precise ideas we wish to awaken. The first step toward establishing a common language between the teacher and pupil has now been taken. There is, so far as we have gone, *identity of signs and ideas*.

We now pass on to written words. The names of some

of the objects already used for our first lesson are written out in a neat legible hand on the large slate or black-board. The pupil has probably seen writing before, but in most cases has a very confused idea, if any, of its nature and use. Certainly he can recognize no resemblance or connection between the half-dozen crooked marks on the slate before him and any object familiar to him. But we call in some person who can read—say a pupil from a higher class—who, looking at the written word, *book*, for instance, points at once to a *book*. With this simple expedient light breaks into the pupil's mind, and one or two repetitions of it are sufficient to fully impress upon his understanding that written words represent visible objects. We then cause the pupil to write and spell the name, till it is fully imprinted upon his memory in connection with the object, so that whenever he sees the name he thinks of the object, and *vice versa*, whenever he sees the object he should think of the name. At the same time, evidently, the sign so often repeated as a test of comprehension and a means of awakening attention, becomes inseparably linked in his mind with the object and with its name.

After teaching in this way some thirty or fifty short names of very common objects, embracing all the letters of the alphabet, thus giving practice in writing and in spelling on the fingers, we introduce a new element of language—the adjective.

Here we must distinctly caution teachers not to suppose, as some seem disposed to do, that we are teaching the pupil, who as yet knows not a word beyond a few names, to distinguish out of his own head the noun and the adjective. *That* would be highly absurd. But the words now introduced are of a different nature and require a differ-

ent construction. They cannot stand alone, but cling to nouns. As appendages to the latter we introduce them. We present to the pupil groups of three words together; *e. g.*, "a black hat," and "a white hat," for words of this kind are best taught in pairs, that by their contrast shall mutually limit and illustrate each other. These groups of words, we make him perceive, represent each but a *single* object. The letter or little word *a* means *one*, the word *hat* he already knows, the remaining word in each group we endeavor to make him see and appreciate, represents the color, the only particular in which the two hats we place before him differ. We pass on to other objects alike in form, in use, in substance, but contrasted in color, and persevere till we have impressed upon the pupil's memory, first, that each group of *three* words represents but *one* object; second, that while some words represent objects, others represent the colors of objects. A few of the simple colors will suffice for this lesson.

Here again we associate each color both with its adjective and with the colloquial sign used for it in the Institution. The pupil has probably already seen that sign used, and will himself soon use it in communicating with his schoolmates.

We must next introduce other very simple adjectives, also in contrasted pairs, as large and small, long and short, high and low. In every case we make the pupil practically feel that the adjective leans on and clings to the name of some object, and in his colloquies with other pupils he will equally find that the sign for the adjective is an appendage to the sign for the noun, the only difficulty being that in the sign language the noun and adjective change places.

Presently we come to the distinctions of singular and plural, and after a while, introduce the participle of the verb. Thus we go on, step by step, making what has been learned a stepping-stone to the next lesson, proceeding from the familiar, the known, the simple, to the unfamiliar, the unknown, the complex, till we arrive at the point at which the Deaf Mute becomes able to express his own ideas in written language.

Though the complete mastery of written language is the end of our efforts, it is not requisite to this end that the pupil should commit to memory all the incoherent mass of words between the covers of a dictionary. It is enough that he has the means of expressing all familiar ideas. From this point he can advance indefinitely, as children who hear do, by mere practice in reading and conversation. But to reach this point he must be made thoroughly familiar with the laws that govern the collocation of words in sentences. The inculcation of these laws, first, by examples to be committed to memory, second, by requiring him to write, as a daily task, sentences on some model set before him, and lastly, by explanation, in signs of course, of the rule in each case, forms the great bulk of the teacher's labors in the school-room. Now the first examples can only be understood through translations in signs; and to make the explanations of the laws of construction of any use, the language of signs must have been cultivated to a high degree of copiousness and precision. And especially, unless the pupil's mind shall develop rapidly from its torpid and inert state, at his first admission, he will be slow to understand and still slower to imitate the model sentences presented to him. Now this development and awakening of faculties is sure to take place spontaneously and rapidly

when the pupil finds himself among scores of Deaf Mutes near his own age, sharing his sympathies, led by the same instincts and the same mental and physical laws to employ the same mode of communication that appears most natural, intelligible, and pleasant to him. But if the pupil is interdicted in the use of signs, or has only a meagre and imperfect dialect, this development will be slower.

Dr. P. proceeded to illustrate more fully some points in his course. Language should not be presented as a *jumble*, taking whatever words and phrases come first to hand. We should adopt a regular and philosophical order. This is especially necessary in making certain distinctions which are familiar to every child who hears, but which are difficult to a Deaf Mute, and peculiarly so to one whose instruction in language has been desultory. For instance, after teaching a new kind of adjective, the participle of the verb, in such phrases as "a boy running," "a horse drinking," we proceed to the finite verb, presenting, in addition to the previously taught elements, *the names of objects, the names of qualities, and the names of actions*, the new elements of *assertion and time*. The present tense, all will agree, should be taught first, but we have in English two entirely distinct present tenses, distinct not only in *use and meaning* but in *form*. Now if these two present tenses are introduced promiscuously as they occur, there is danger that the pupil will never learn to distinguish them properly, but will continue all his life to write at random—a dog *is chasing* the sheep *often*, a dog *chases* the sheep *now*. To obviate this we carefully distinguish them when first introduced. We do not, however, pretend to explain to our pupil of a few weeks or months standing,

in set metaphysical terms, the difference between "the horse is drinking water," and "the horse drinks water." We know that the former denotes a present act, the latter a habit, or custom, or instinct. This explanation would be all Greek to our pupils; but they can learn the meaning of the word *now*, and of the words *sometimes* and *often*, and by associating, in a multitude of familiar examples, the one tense with the former word, and the other with one of the latter, we induce in their minds the desired association of the one form of the verb with the idea of strict present time, and of the other form with something habitual or natural to the subject. This association once formed, will continue after the adverbs are dropped, and the pupil will himself write naturally and without effort "the horse is not drinking," "Horses do not drink brandy," etc., etc.

Taking care to preserve a regular and progressive order, we proceed to teach, first, phrases presenting the fewest departures in their collocation of words from the natural order of ideas, we gradually introduce other phrases departing more and more from this order; (*e. g.*, at an earlier period of the course "a woman takes flour and makes bread," and at a later period "bread is made of flour.") The phrases are gradually lengthened till they become descriptions, and narratives, and dialogues. In fact, the plan may be illustrated by comparing it with the mode of teaching music. We teach the simple combinations of harmony and melody before we put in the tunes.

The practical inculcation of the laws of construction need not be a dry or uninteresting study. There is room for an exhaustless variety of illustrations. The teacher has the whole range of nature, and art, and science, before

him. But to avail himself of this mine of knowledge the language of pantomime is essential. The visible world is essentially bounded by the walls of the school-room. It will not do to count on some carriage being overturned in the street beneath the window, just at the time the teacher may wish to teach the word *overturned*. But by the aid of the language of signs our ideal world can be called up, stocked with objects, and peopled with animated life. The past and the present, distant countries, as well as our own, may thus be laid under contribution for illustrations, and each shall, through the skillful pantomime of the teacher, seem a part of the pupil's personal experience.

The plan that is most advisable for a class of advanced pupils will not answer for pupils of one or two years' standing. They have to be practiced in short phrases and little narratives, expressing familiar ideas and incidents. We give them model phrases explained carefully by signs. These phrases the pupil commits to memory, and then forms, on these models, sentences of his own, embodying perhaps scraps of his own experience, or figments of his own imagination. This exercise impresses the laws of construction on his memory, and causes his thoughts gradually to acquire the habit of arranging themselves in the order of words. The order of his colloquial dialect of signs differs from the order of words, but the two languages, the one of gestures and the other of words, need not and ought not to be to him representatives, the one of the other, as writing is of speech to us; they are independent, yet *synonymous*, just as to us are different forms of phraseology to express the same idea. We can say "a man of wisdom" and "a wise man," regarding the two phrases as *synonymous*, not representatives the one of the other. So our

Deaf Mute, if well instructed, regards the written phrase and the pantomimic phrase as synonymous, not as being one the representative of the other.

The language of signs, however, is the one that penetrates the most directly to his intelligence, which clings the most naturally to his memory. It may be dispensed with when he has learned thoroughly the corresponding written phrases, but we must ever return to it as a test of comprehension, and especially in religious lessons, where it is important to assure ourselves that we reach his understanding and his heart. And here, especially, we must see that signs cannot at any period of the course be wholly dispensed with. Words are even to the most advanced of our pupils comparatively cold and dead. Signs alone are for them warm, eloquent, awakening, instinct with living thought and feeling. While, on the other hand, there are in every school many pupils who are intelligent, well instructed in morals and religion, through the language of signs, yet to whom a written discourse conveys but glimmering ideas, or none at all. To interdict the language of signs, even to classes of considerably advanced standing, would be to fearfully abridge the social and religious privileges of many of our most worthy pupils.

To return to the means of improvement in language. In little books for Deaf Mutes we aim at simplicity, both of ideas and of expression. It is a desideratum to have a collection of books of stories, such as pupils of two or three years' standing can read with pleasure, without more assistance than the occasional explanation of single words. They will thus acquire a taste for reading and imprint words and laws of construction more firmly upon their memories. But going over many books superficially was

too much like the American mode of scratching over a great deal of land and getting light crops. We should rather cultivate a little land and cultivate that well. Confine ourselves to a few books, and master those thoroughly. In short, he would follow the great principle of JACOBAT, "You learn one book well and you have learned all books." Dr. PEET cited the case of a French teacher (M. VAISSE,) who was invited from Paris to join the New York Institution, a few months before the speaker became connected with it, and is now again at Paris, Professor of the High Class in the Institution there. This gentleman, when he left Paris, knew not a word of English. He studied it on the voyage to New York. His text-book was Goldsmith's *Vicar of Wakefield*. He learned it by heart, repeating it as he walked, and thus had a store-house from which he drew colloquial language and was able to begin the instruction of a class of one year's standing immediately on his arrival. Now, Sir, said Dr. P., this is precisely what I would do with the Deaf and Dumb. Their circumstances demand, indeed, a different choice of books, but these I would have them study till they learn them thoroughly. Let the pupil take a book embracing the development of the most simple and important forms of language, and the most commonly occurring words, and review it, review it, and review it, till it is *mastered*. Like a skillful commander, we should not advance while anything remains unconquered in our rear.

Dr. P. believed that the Deaf and Dumb might, by such careful and thorough instruction, be so trained as to be guilty of no more *deaf-and-dumbisms*, as they are called. The difficulty of acquiring a knowledge of language through the eye is indeed great, but not so great as some suppose;

and Deaf Mutes whose faculties are well developed through the use of a language of gestures, display wonderful power as well as perseverance in overcoming difficulties which we should *a priori*, suppose to be insurmountable.

Dr. PEET did not mean to say that signs should be used in all cases. Assuredly not. Words, language are the objects of our lessons, and both dactylogy and writing should be used to repeat words and phrases and imprint them on the memory, even to *weld* them *into* it by dint of repetition. But where the question was how to awaken the attention, how to convey clear ideas of the meaning of words and phrases, how to imprint lessons firmly on the memory, he believed that no instrument could be substituted for signs. Explaining to Deaf Mutes words by words, even if the explaining words are understood, would compare with explaining by signs very much as stamping wax when cold will compare with stamping it when fused. To the student who hears, the warmth that prepares the mental wax for the impression is derived from the living voice; for the Deaf Mute from the living language of gestures.

That the results attained in our schools by the use of signs are fully equal, indeed superior, to those attained in the German Schools, where the use of signs is restricted as much as possible, we have clear and abundant evidence. In the year 1844, a distinguished American visitor to the German Schools, published the opinion that those schools were superior to ours. The public did not know that this opinion was formed from a hasty and superficial examination of the German Schools, and no examination at all of our own. It became, therefore, desirable to have an examination by competent persons. The American Asylum sent its principal, and the New York Institution sent

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one of its ex-professors, Mr. DAY, now a distinguished professor in an eminent literary and theological institution of your own State, Mr. President, (Ohio.) These gentlemen visited and thoroughly examined a large number of the most distinguished European institutions, and especially the highly lauded ones of Germany. In these German schools they found that dactylogy was not used at all, and that signs were required, at least in theory and by their rules, to be disused as soon as the pupil could use a few phrases. They relied upon continual repetition of words by writing, but mainly by speaking with wide mouths, and accompanying grimaces, in the face of the pupil, who was trained by intense perseverance in articulation and reading on the lips. Yet as soon as the pupils were out of the school-room, they cast aside their words and conversed with each other in gestures. Such is the natural bent of the Deaf and Dumb mind, and no exercise of authority can force a community of Deaf Mutes to dispense with gestures. And after all this rigid adherence to words in the school-room, it was found that the progress of their pupils, whether in language or in general knowledge, was hardly equal to that of our own pupils. The German teachers, in fact, and it is a significant fact, did not refuse to avail themselves of pantomime; for they habitually, almost unconsciously, accompanied their speech to their pupils with a sign for almost every word. They only refused to cultivate the language of signs so as to derive the greatest possible benefit from it.

The results of this and other examinations of European schools, Dr. P. felt, justified him in saying that no known plan of instruction was better than our own, and the main feature of our plan is the cultivation and development of

the language of signs, which gives a grace and eloquence, so to speak, more powerful, more deep, more effective, than any other instrument of communication with the Deaf. In the intercourse between teacher and pupil, certainly written language should be much used, that the pupil may acquire the usages of that language by practical examples. Words can even be explained by other words, but this is, for Deaf Mutes, a tedious and uncertain process, compared with the clearness and readiness with which words may be explained by signs. Dr. PEET said he had had a rare opportunity to examine this subject a year or two since, while visiting the Paris Institution. He read an extract from his Report of that Examination as follows:

"This judgment passed by Itard on the attainment of the pupils as the result of his forty years of observation, beginning with the palmy days of Sicard, only shows that the Institution of Paris, renowned as it has been, is no exception, in point of average success, to the general rule. In fact, all teachers of the Deaf and Dumb, in all countries, and under all systems, have been forced to acknowledge, with pain and humiliation, that after their best efforts have been bestowed, they are able to show a few exceptional cases only, of Deaf Mutes from birth, who have attained the ability to read books with the ease, pleasure and profit, which well educated persons associate with the idea of reading. Of course, some instructors conduct their pupils much further in language, as in general knowledge, than others can or do; still we all find, at the end of the term, the mass of our pupils far below the summit at which we aim, and which few of them become able to scale.

"This is not the place to discuss the causes of this state of things. We will confine ourselves to the remedy pro-

posed by Dr. Itard. Whether it is the best that could be devised, there may be differences of opinion. To interdict the use of the language of gestures to the teacher, is to deprive his lessons of all life and unction; to take from him his readiest and surest means of defining words and phrases accurately, and his most powerful resource for fixing the attention, and indelibly impressing the memory of his pupils. If the question were only how to acquire readiness and expertness in the use of words and phrases already learned, there can be no doubt that the best plan is to confine the teacher and pupil to communication in words, and especially to induce the pupils to use words among themselves. But when the teacher has to explain new words and new phrases involving very often ideas that require new distinctions and deductions from extended premises, it appears to me that to confine the teacher strictly to words, is to make the progress of the class more slow, difficult and uncertain. Besides the comparative slowness of writing and spelling words, it must not be forgotten that we cannot, on any system, give to words, for a Deaf Mute, the grace, the impressiveness, the sense of interior life, which words derive from the tones of the living voice.

"We think, therefore, that the interdiction of the use of gestures in the class of perfection, is carried too far. In practice it has been found necessary to modify the restriction on one point, as we shall presently see."

"Mr. VAISSE conscientiously obeys Dr. ITARD's prohibition of the language of gestures for the explanation of his lessons. Having copied the lesson for the day on his black-board, he explains the difficult words and phrases by synonyms, or by written definitions, adding a written

paraphrase of the whole sentence if its meaning is obscure. These written explanations the pupils transcribe, on the spot, in their blank books, and are then called on alternately *to translate the lesson, sentence by sentence, into natural signs*. Though the language of signs may, with loss of time and labor, be dispensed with for explaining the lessons, even here we see it cannot be dispensed with as the means of proving whether the pupil has comprehended his lesson."

This was the result of observations made after a very patient, unbiased and thorough examination of the subject in general, and of the practical results in the High Class under his distinguished friend, Professor VAISSE, already referred to.

In conclusion, Dr. P. was most deeply impressed with the importance of signs as a means for the acquisition of language. Signs, like any other instrument of instruction, should be subordinate, as means are to an end. But to dispense with them altogether, at any stage of the course, was, he was convinced, unwise. The point now comes up from which we started at the outset, when and to what extent we shall discontinue the use of signs. He would use signs as a means of promoting social enjoyment and mental activity; for public and private devotion, and for religious instruction; for defining new words and conveying new ideas. As instruments of instruction, whether for clearly and readily imparting new ideas, or as a test of comprehension, and as means of social enjoyment and religious improvement, it was certainly not desirable to dispense with them at any stage of the course. As mere instruments of communication, they might, indeed *should* be dispensed with, as far as the pupil is found able to use words instead.

Mr. BROWN said he had designed to mingle but little in this discussion, but some remarks were due to his own feelings in relation to the subjects that had been brought up. He became convinced long since that signs were used too much by the Deaf and Dumb. He did not wish to show that they were used to great excess by teachers, but was of the opinion that the Deaf and Dumb rely altogether too much upon signs as a means of intercourse between themselves. The great thing is to communicate the English language as it is written. The best way is not to employ a jargon under the title of natural language. He would not say, "City, New York, to-morrow, I go," when meaning to express the idea, "I shall go to New York to-morrow." This would be worse than Greek or Hebrew, be it natural or unnatural. Unless we employ natural language it is better to throw away all language. He favored the employment of a system of methodical signs, where signs became necessary.

Dr. PEET suggested a single inquiry. In speaking of the mode of instruction pursued in the New York Institution, he had adverted to the forms of expression. How would the gentlemen proceed so that the laws of construction should be impressed on the pupil's mind, so that he may get the idea? He directed attention to this one single point.

Mr. BROWN replied he was not certain that we should be compelled to adopt signs for such a purpose. The pupil may be already familiar with ideas which, when put together, may express the sentiment indicated. In presenting the idea in the first instance, the speaker did not object to the employment of signs, but to their repeated use he did object. If we write down the ideas expressed

by this sign language, we find it nothing but a jargon. We are told that it is understood by the Mutes. That is true; but connect a Mute with refined society, and it is utterly useless. As he was interrupted, he was about to refer to another branch of the language of signs. His attention had been turned to the subject two or three years ago. He referred to the branch of methodical signs. Those only who had seen the extent to which methodical signs are instituted for natural signs in the instruction of the Deaf and Dumb, could be aware of the advantages of the system. The speaker believed in the use of natural signs in all ordinary communications of fact to the pupil, especially for the investigation of simple facts and forms of expression that are not very complicated; but after the first expressions, let methodical signs be adhered to rigidly, and never let natural signs be reverted to except on the first occasion. He had not traveled in Europe, but he had observed with care the operations of institutions in this country. He believed that in the United States no pupils were to be found superior to those of the Kentucky Institution. The pupils there are educated without the use of natural signs at all, with the exception, perhaps, of the first explanations of the idea. This result was unexpected, and many could not account for it. He took it as a convincing proof of the efficiency of the system of methodical signs, to which he adhered as the grand means and grand instrument of success. The term methodical signs, he claimed, had been much misunderstood.

Mr. JENKINS, of the Ohio Institution, discussed the proper use and extent of the sign language. The Deaf and Dumb do not understand the idiom of the English form. We cannot introduce it, because the Deaf and Dumb will

employ an idiom of their own, which is as much a natural language to them as the Chinaman's to him. He believed we should use the sign language to the fullest extent, until we shall attain such a degree of excellence in its use as to express the most delicate shades of thought.

Mr. RAE said, that although he had never made a speech in his life, and was not going to begin now, yet there were a few things which he wished to offer. The great work to be accomplished for the Deaf and Dumb, undoubtedly is to give them a *good* knowledge of written language, the ability to understand it readily and to use it well. Were the Deaf and Dumb always to remain together in one community, their own language of signs would be available for the common purposes of life, and they would scarcely need any other; but this is not the case. They are soon to separate and mingle among men, with whose language it is all-important they should be as familiar as possible. Mr. R. agreed with the gentlemen who had expressed their regret that the knowledge of the proper use of written language among the general body of the Deaf and Dumb should be so imperfect. He had often felt ashamed when gentlemen of his acquaintance had received letters from pupils who had been under instruction for several years, at the blunders they exhibited. There seemed to be a general agreement among instructors as to the fact of this deficiency; the great practical point was to provide, if possible, a remedy.

From his own observation and experience he had become convinced that, while our pupils are permitted and encouraged to make use of signs so exclusively as they do now, they never will and never can become adepts in the use of

words. Allusion had been made to the learned tongues. Our pupils are now taught the English language very much as the students of our colleges are taught Latin and Greek—that is by a set of stiff, formal lessons, entirely one side of their every-day life and conversation, and about equal attainment is made in both cases. Constant *practice* is the only method by which they can reach anything like perfection, and this is impossible so long as signs occupy the prominent place that is now given them. He had often noticed that intelligent pupils had made more progress in the acquisition of written language, during the few weeks of a vacation spent at home, than during a much longer period in the Institution; and the reason was plain. At home, their intercourse with their friends was carried on by writing and spelling, while at school, most of their conversation was by signs.

On the general question, respecting the use of signs, Mr. R. professed himself no ultraist. He was an eclectic. He believed that we should get the best of everything out of everything. In most cases signs must be used to a greater or less extent. In some cases, perhaps, they might with advantage be dispensed with altogether. It is simply a question of quantity, when and how much we shall employ signs; and each teacher must exercise his own best judgment in regard to the particular pupils under his care. Mr. R. was convinced that, as a general rule, signs were used too much in all American Institutions.

In regard to methodical signs, he would discard them altogether. He had written against them and spoken against them. He thought that they were often mischievous and always useless, serving no purpose which might not be better accomplished in some other way.

Dr. PEET remarked that this discussion illustrated the necessity of a definite understanding. He conceived that there was now scarcely any difference of opinion on the subject which had been presented by both sides, with perhaps one or two exceptions. With regard to the use of methodical signs, he related the following anecdote:

BEBIAN relates that one day seeing one of SICARD'S assistants dictate to his class the phrase *roasted chestnuts*, (forming part of a vocabulary,) he caused roasted chestnuts to be brought into the class, and demanded their name. All the pupils replied that they did not know, and were much surprised when told that they had just written the name. The difficulty was that the teacher had signed for the word *roasted*, as he would to express *roasted veal*. He had put the chestnuts on the spit. On another occasion, BEBIAN saw one of SICARD'S disciples dictate to a pupil at a public exhibition, the sentence "The cat is a domestic animal." For the word *domestic* he figured a *lackey* or waiter.

He was opposed, however, to the use of methodical signs *for explaining* all the meanings of words, inasmuch as they would be unintelligible to the pupil.

Mr. BROWN. Not all, but all important ones.

Dr. PEET. Dictate to a class a problem in Euclid in methodical signs, and the pupils will not understand a single mathematical principle. You must first express the idea in the natural sign language, and then reduce the same idea to a grammatical arrangement by methodical signs corresponding to the English form in which the idea is expressed in language.

Mr. AYRES could not but think, judging from the illustrations that had been brought forward, that the difficulty

was not more in the description of signs used than in the comprehension of those to whom signs are addressed. There was trouble in the camp somewhere. If we are right we should be able to come together. He had been exceedingly interested in the method of instruction pursued in the Kentucky Institution, where methodical signs are employed. Signs were made for words, but after all they proved to be natural signs. He was at one time entirely opposed to the use of methodical signs in school, but during the last year his attention had been turned to the subject anew by being associated with some Deaf Mutes who were able to use these signs and to bring themselves into intimate connection with other persons. He desired to know if it was not possible to use pure signs where the signs were not arbitrary. Arbitrary signs, he considered, have a tendency to degrade language; they tend to sink it lower. He did not know that it was possible to adopt a pure system, but his hopes had been kindled by the discussion that had come up here. He would add but a single word as to progressive and reformatory tendencies. We came here to consult, not to dogmatize; and with earnest heart we ought to ascertain what we can do for the Deaf and Dumb, and then do it well. They have a hard time of it in life, we all know, and we should do what we can to help them along.

Mr. TURNER expressed surprise that the discussion should have taken so wide a range. The simple point at issue was the question whether the use of signs should not be discontinued at certain periods. Instead of confining themselves to this point, the gentlemen had taken up the whole subject. The whole course of instruction had been spread before us. He did not object to this at the proper

time; but so general a discussion as this seemed irrelevant while debating a single point. Instead of going into the whole matter of signs, he would just allude to some of the points made, for the purpose of elucidating the subject. It was obvious that there was considerable fog somewhere. It reminded him of the anecdote of the Scotch clergyman, who, when expounding a chapter in St. Paul's epistles, was entirely at a loss what interpretation to give to a particular verse, but got over the difficulty by exclaiming, "My friends, St. Paul seems to have been somewhat *confused* in this passage." Mr. T. considered that the fog in this case, as in that, lay in the minds of gentlemen themselves. He considered that we were yet all learners. His friend from the New York Institution had been tugging at the oar for thirty years, and he had acknowledged to us that he is still learning. We are not yet mature, not like Minerva as she sprang from the head of Jupiter full-armed and equipped; we are still beginners. The divisions here to-day, were not those of North and South, East and West, and not as they were at Hartford two years ago. Those who, on that occasion, favored the use of systematic signs, are now quite on the other side; while others, who were there advocates of written language, have come round to methodical signs. All leads to the conclusion that we have not settled the question. A vast field is yet to be explored. It will not be traversed speedily, and some of us will never see the other side of it. He held with his friend from New York, that in every process in the beginning of instruction the teacher must use signs, natural signs, with the systematic or methodical occasionally. But he considered that their too frequent use would not be for the best. He believed we should use written language much more than we do.

Still signs have their use in every part of a course of instruction, and can not, without injury to our pupils, be entirely dispensed with. They are particularly useful in explaining the meaning of a new word. Take for instance so simple a word as the name of the Indian's weapon, *bow*. It would require a long time to spell out or write out such an explanation of it as would clearly indicate the precise thing intended, and even then the pupil might not get the right idea of it. But let the teacher assume the attitude of an Indian discharging his arrow at a deer, and then say that the piece of wood which he holds in his hand, and which he bends to give the spring, is intended by the word *bow*, and the whole is lucid and fully comprehended by the Deaf Mute. So in teaching the other meaning of the same word, how much quicker and surer can it be done by simply inclining the head forward than by any verbal definitions which the teacher could give.

Mr. T. would direct his remarks particularly to that part of the discussion that had been referred to in the morning, with respect to questioning the pupil. He was teaching Cutter's *Physiology* to an advanced class, and gave his pupils the hard words to define with the aid of a dictionary, such as *aorta*, *vena cava*, *etc.*, and then proceeded to find out whether each pupil understood the lesson well, by requiring an explanation of these words by signs. The pupil may be able to spell the language of the book accurately, but may have no proper appreciation of its meaning. We may find that though he can spell *diaphragm*, *pericardium*, *etc.*, *etc.*, yet when required to give the definitions by signs, he is, to use a cant expression, "up a stump." Now if we are allowed to make the sign for the part of the body that is indicated by the word, the doing of which

occupies only half a minute, the pupil is able to comprehend it at once. But if we do not use signs at all, he may not clearly understand its meaning. He would therefore recommend that signs be used in questioning the pupils to ascertain if they understand what they have studied. We see therefore that signs have their use in the school-room at all stages of instruction, and though they are liable to abuse they should not be discarded, and cannot be without great injury to the pupil. It had been mentioned that at one time, in the Hartford Institution, there was a rule that signs should not be used among the pupils themselves. He had forgotten that there was such a rule. It might have been on the statute book, but it had never been enforced. He had a single remark to make in reference to Mr. VAN NOSTRAND's paper, in many of the views expressed in which he agreed fully. In the main he was satisfied with the article, but he differed on the subject of the course of instruction and the mode in which it was carried out. Mr. VAN NOSTRAND says we should teach the principles of language when we teach the language itself. Mr. T. thought it better to teach the pupil some language before we teach him the principles of that language. As the mind of the pupil became more and more mature, then teach him principles. He proceeded to illustrate by examples. He had listened with attention to the remarks of Dr. PEET, according to which the laws of construction and the collocation of words meant the same thing. If the gentleman meant nothing more by the laws of construction than the collocation of words, the speaker agreed with him perfectly. But for himself, he preferred teaching by model sentences at first and allowing the pupil to arrive at an understanding of principles afterward.

Dr. PEET remarked that the terms were employed in accordance with the laws of grammar. He never explained technical grammar at the commencement of instruction. The language he had employed was susceptible of very easy explanation.

Mr. TURNER said he had a single word in answer to the gentleman from New York. He thought that Dr. PEET had insisted too much on the importance of knowing one book thoroughly, and thereby obtaining such a knowledge of language as to understand all others. Mr. TURNER agreed with the gentleman so far as this, that what we do teach should be taught thoroughly. The difficulty is that we have not philosophical minds to deal with. Some bright minds in our classes may get a knowledge of language in this way, and use it very well; but with the large majority we may hammer in this way upon their minds till the day of their death and never obtain results. He had been surprised to hear the gentleman from Louisiana denounce the language of signs as a "jargon."

Mr. BROWN, interrupting, said he had employed the word to indicate the signs of conversation employed by Deaf Mutes among themselves.

Mr. TURNER likened the sign language to the language of the Indian. It is unintelligible to us, and so would ours be to him. We might go farther and say his language is barbarous. But what missionary who goes among the Indians refuses on this account to acquire their dialect? He must not only learn their language, but he must reduce it to writing. He must use that uncouth means of communication in all his intercourse with that tribe. Now it is the same with us. The signs of the Deaf and Dumb, when compared with the English, must be called an

inverted language; but so far as they use it, it is a perfect language, and for beauty and effective expression it is not surpassed by any language ever yet spoken or used.

Rev. Dr. REYNOLDS inquired if all Deaf Mutes made signs alike?

Mr. TURNER. So nearly alike that they understand each other when they first come together, and their different systems of sign language soon become assimilated, so that in a short time they are completely identified one with another.

Dr. REYNOLDS rejoined that the answer did not quite meet the question he had in view. It was well known that aboriginal tribes, though speaking different dialects, were sometimes possessed of a species of *lingua franca* by which they held communication. He desired to ascertain whether all Deaf Mutes employed the same order of collocation?

Mr. TURNER said that unless the signs used were purely arbitrary they were substantially alike. The pupils of American institutions have been found to be able to converse readily with French and German pupils, so far as the latter are allowed to use signs at all. The order of collocation was not important. As a general rule the Deaf and Dumb take first the leading idea of a phrase, that is the object first comes up, the predicate and the person speaking being last. This method of collocation prevails among the Deaf and Dumb generally. It is a natural mode of expression. The speaker would add one word as to the question brought up by Mr. BROWN in regard to the use of methodical signs. That system had been thought capable of working wonders. So SICARD thought; so GALLAUDET thought. But of late years there has been a departure from that method. Experience has proved that

natural signs have their use, and we know that methodical signs are serviceable. Mr. T. held that it was unwise and unsafe to adopt either extreme. Our true course lies probably between the two extremes.

Mr. RAE replied to what had been said in reference to the necessity of the use of signs by the pupils, in order that the teacher may know whether or not they understand the written language of their lessons. He saw no greater necessity for this in their case, than in that of hearing children. These last never use signs at all, and yet it is not difficult to discover whether they understand the language they learn. Just so it may be with the Deaf and Dumb. We can generally tell by the expression of the countenance whether the idea is intelligible, and if there is any doubt, the pupil may be required to express it in other and more familiar words. Even for this purpose, he could perceive no *absolute necessity* for the use of signs, although time might be sometimes saved by employing them.

Mr. BROWN said he found himself compelled to choose between two evils. If signs were used at all, he would give the preponderance to those known as systematic signs. Natural signs were, in some cases, a mere humbug.

Dr. PEET. Will the gentleman have the goodness to be specific? Will he state in which Institution, in his opinion, this humbug prevails?

Mr. TURNER. Explain in what it consists.

A question of adjournment was raised, and some debate ensued on points of order, when Mr. BROWN was allowed to proceed.

Mr. BROWN replied that in employing the word "humbug," he had intended no personal application of it. He applied it to the general use of signs, which are of no avail-

able use whatever to the pupil when they cease to subserve any useful end. Reference had also been made to the matter of the "jargon" employed by Deaf Mutes. In using this term, Mr. B. would not be understood as referring to pantomimic representations or to the higher kinds of illustration, but to natural signs, in the pursuit of which he had lost much valuable time.

The discussion here dropped for the present.

Mr. STONE presented the following note of invitation to the Convention:

GENTLEMEN AND LADIES:

The Committee on behalf of the Pupil's Convention, respectfully invite the members and guests of the Teachers' Convention to attend at the presentation of an honorary gift of gratitude and respect to H. N. HUBBELL, Esq., in this room, at such an hour to-morrow afternoon as will best suit the convenience of the Convention. The ceremony of presentation, etc., would probably occupy but a very short time.

D. E. BALL,
WM. WILLARD,
P. M. PARK.

On motion of Mr. STONE, it was

Resolved, That the invitation just read be accepted for Thursday, the 11th inst., at half-past 2 P. M.

Mr. VAN NOSTRAND presented the following resolution, which was laid on the table, to be taken up in its order:

Resolved, That a Committee of ——— be appointed to consider and report a Constitution and By-Laws for the formation of an Association of Teachers of the Deaf and Dumb, and others interested in the cause of Deaf-Mute education.

The PRESIDENT appointed Dr. PEET to open the Convention on Thursday, with an exposition of a passage of Scripture, and prayer in the language of signs.

A motion for adjournment being made,

Mr. COOKE inquired if the adjournment of the Convention this afternoon, would cut off all debate on the subject which had been under consideration?

The PRESIDENT understood that such was not the case. Informally, the discussion might go on.

The Convention then adjourned until 9 o'clock on Thursday morning.

S E C O N D D A Y .

THURSDAY, August 11.

THE Convention re-assembled at 9 o'clock, the PRESIDENT in the chair.

Dr. H. P. PEET gave an exposition in signs, of the passage of Scripture found in Isaiah xxix, 18: "And in that day shall the deaf hear the words of the book," and offered a prayer in the language of signs.

Mr. I. L. PEET read the minutes of the previous day, which were amended and approved.

On motion of Mr. TURNER,

Mr. O. W. MORRIS was appointed Interpreter.

Mr. STONE presented a letter from Mr. D. E. BARTLETT, of Fishkill, New York, as follows:

FISHKILL LANDING, DUTCHESS Co., N. Y., }
 August 8th, 1853. }

*To Mr. Collins Stone, the Committee of Arrangements for
 the Third Convention of American Instructors of the
 Deaf and Dumb :*

DEAR SIR: It would give me great pleasure to be with you on the occasion of this Third Convention of the American Instructors of the Deaf and Dumb, but my engagements at home render it impracticable.

Having turned aside from the ordinary course of Deaf-Mute instruction as pursued in our public Institutions, I am for the present experimenting upon the practicability and advantage of giving to the Deaf-Mute mind an earlier development than we have been accustomed to give, and attempting to lead the little Mute early into the habit of using words as a medium of thought and expression. Thus far my experiment has proved quite satisfactory, though I prefer not to speak confidently and in public of it, until I have made further progress and am able to show results in a decidedly prominent and convincing form. Anon you shall hear from me.

With ardent good wishes and prayers for the blessing of the Highest and Wisest—the *Great Instructor* of men and angels upon your Convention, and upon all engaged in training the ignorant in the way of everlasting wisdom,

Yours, very respectfully,

D. E. BARTLETT.

Mr. TURNER, from the Business Committee, to which was referred the resolution of Mr. WILLARD, reported as follows :

The Business Committee have duly considered the resolution of Mr. Willard, which was referred to them, and report that it is inexpedient to adopt it. They would, however, recommend that the rule requiring votes to be taken *viva voce*, should be changed and that all the members of the Convention vote on *all* questions by the uplifted hand.

On motion of Dr. PEET, the report was laid on the table.

Mr. STONE, from the Committee on Invitations, reported the name of Dr. R. J. PATTERSON, late Superintendent of the Hospital for the Insane at Indianapolis, as an invited guest.

THOMAS SPARROW and JOHN GREENLEAF, Trustees, were reported as in attendance.

On motion of Dr. PEET,

The vote adopted at the last Session, that the vote of the Deaf and Dumb members of the Convention be taken by the uplifted hand, and that of hearing members by *viva voce*, was reconsidered.

The report of the Business Committee on the resolution offered by Mr. WILLARD, was then taken from the table and its recommendations adopted.

Mr. BROWN, from the Business Committee, reported the titles of the following additional papers to be presented to the Convention, viz:

1. The Personal Character of the Teacher, considered in reference to the Influence of his Example on the Character of his Pupils. By HARVEY P. PEET, LL. D.
2. On Teaching Grammar to the Deaf and Dumb. By Rev. W. W. TURNER.
3. On Deafness. By Mr. O. W. MORRIS.

4. On Teaching Articulation to the Deaf and Dumb.
By Rev. THOMAS GALLAUDET.

5. Suggestions on the Trades and Professions of Mute Graduates. By Mr. JOHN CARLIN.

The Committee recommended that in the reading of these papers, they should be taken in the order of presentation, the latter being the last to be read.

The report was adopted.

Mr. TURNER, from the Committee to which was referred the subject of a High School for the Deaf and Dumb, and also that of Primary Instruction, presented the following Report :

The Committee to whom was referred the subject of a High School for the Deaf and Dumb, and also that of Primary Instruction, beg leave to submit the following as their

R E P O R T :

The subject of a High School for the Deaf and Dumb was brought before the Second Convention, at Hartford, two years since, in an article read by the Chairman of this Committee; and although we see no reason to dissent from the views therein expressed, yet circumstances have so changed since that time as materially to modify them, and lead us to recommend a different course from what was then thought advisable. As no steps were taken by the Convention to carry out the plan suggested for such a school, and as the whole subject was referred to a Committee with instructions to report to the next Convention, there seemed to be no immediate prospect that the conceptions of the writer of that article would be realized. Attention had however been called to the general subject

of attempting something more and something higher in the education of the Deaf and Dumb, and to the desirableness of carrying forward, a portion of them at least, much farther than had hitherto been done in the American Institutions. The result of this awakened attention was developed in a similar manner, and at about the same time, in two of our oldest Institutions, (those at Hartford and New York.) In both of them a high class was formed for the purpose of carrying forward a portion of those who had completed their course of study in the ordinary classes, or had made equal attainments elsewhere. The result of a year's experiment has fully answered our most sanguine expectations. It has proved, what indeed we did not doubt before, that Deaf Mutes can master studies of a more elevated and difficult kind, with as much ease as other children; and that they take the same interest in the development of science and the acquirement of knowledge in this higher range of subjects. We fully believe that the results of this experiment will be most happy, not only upon members of the high class, but upon those of other classes also, and upon the Institutions in which it has been commenced. We would not therefore as a Committee, recommend the adoption of any measures under existing circumstances which should interrupt or interfere with the workings of this experiment; but advise rather to wait for its full development, under the impression that it may be necessary as a preliminary step to the establishment of a High School, and the realization of all our hopes and plans in regard to it.

The subject of primary instruction was also referred to the same Committee, by a resolution instructing them "to

inquire whether any plan is to be recommended for the education of Deaf and Dumb children previous to their admission into the existing Institutions."

In one sense, all the existing Institutions in our country are primary schools, inasmuch as most of their pupils when received, are ignorant of the alphabet and are wholly untaught. But in modeling these schools for the Deaf and Dumb, the idea seems to have been adopted, that the proper subjects of instruction must have arrived at years of discretion, possessing considerable maturity of mind, and the ability to take care of themselves. Hence workshops were connected with them in which all were expected to learn a trade. Evening study was prescribed, in which all were required to engage; and a course of instruction was marked out quite above the comprehension of very young children. That there might be no mistake on this point, there was fixed a lower limit as to age, under which no child was to be received as a pupil. In most of the Institutions this limit was the age of ten years, and would have been fixed at twelve, had it not been for the anxiety of parents to press their children into school at as early an age as possible. Many parents and patrons of these Institutions were advised by their conductors not to send them pupils under the age last named. Not a few acted in accordance with this recommendation. The Legislature of Massachusetts directed that all its beneficiaries at the American Asylum should be at least twelve years of age. This regulation continued for some years, till through the influence of some peculiar circumstances, it was changed to eight years—a change which time has shown to be prejudicial both to the interests of the Institution and to

the pupils themselves. If we were to fix upon this as the lower limit and throw open our doors to all Deaf Mutes who had attained the age of eight years, the desire of some parents to have their children at school would not be fully met by this arrangement. They would send them to us from the nursery. Shall we receive them thus early? If so, then manifestly we should have a primary department, in some respects distinct from the other, specially adapted to children of this description. But let us first inquire whether they may not be instructed as well and at less expense in some other way. We can think of but three methods in which Deaf and Dumb children can be educated. The first is, in the family at home; the second is, in schools in the neighborhood; and the third is, in boarding schools designed expressly for them.

In respect to the first method it must be admitted that but very few parents who have a Deaf and Dumb child, are capable of affording it any considerable amount of instruction. Owing to the peculiar difficulty of communicating with a child so situated, to the pressure of their daily avocations, or to their own imperfect education, most of them are prevented from undertaking a task which is sufficiently arduous under the most favorable circumstances. Consequently where the attempt is made, little more is effected than teaching the manual alphabet, the names of a few common objects, and writing with a pencil or pen. Some parents have availed themselves of the assistance of an educated Deaf Mute in instructing their child. By this means more has been accomplished; but from the want of system and the stimulus of companionship, together with the influence of other discouraging circumstances, these

efforts have been successful only to an extent which would hardly compensate for the trouble and expense connected with them.

The second method promises still less. In a common district school the teacher has no leisure to bestow upon an experiment of this nature, and the Deaf and Dumb child finds little to encourage him in his attempts to learn. We have never known one to derive any benefit from this source except in penmanship and arithmetic. The establishing of neighborhood schools exclusively for Deaf Mutes is rendered impracticable on account of their living so remote one from another. In the United States there is on an average, one Deaf and Dumb person in every two thousand inhabitants. There were by the census of 1840, about fifty-six thousand inhabitants in Hartford County, Connecticut, and consequently about twenty-eight Deaf Mutes of all ages. Not more than one-third of these, or ten in all, could have been of suitable age to attend school. There were at that time twenty-one towns in the County; and of course only one Deaf and Dumb child to every two towns on an average. It is obvious, from this statement, that it would be impossible to have schools for the Deaf and Dumb so as to admit of their boarding at home. We are compelled therefore, if we would teach them effectually, to have them brought together and taught in boarding schools. As the teachers of such schools require a peculiar training, and the number to be taught in any one State of about a uniform age, (say from six to ten years,) is quite small, the number of such schools in our country must be very limited; and as the children in them are to be taught only for a short time to prepare them to be received at the proper age into the existing Institutions, there would

manifestly be a propriety in having them located in the same town or city with these Institutions; and for reasons which we shall presently state, attached to them as a distinct or primary department. An important reason for this arrangement is, that the expense of such a department would be less than if it were a separate establishment. They might be accommodated with board and lodging in the same building; they might be under the general supervision of the same Steward and Matron, and their instruction might be under the direction of the same principal. They would require the exclusive attention of only two or three females to teach them and take care of them when out of school. Another reason for such an arrangement is that these children thus situated would have the advantage of attending the chapel services of the Institution to which they were attached, and would in various ways be benefited by its privileges and facilities for improvement.

We come now to the main point of the question submitted to us, viz: whether it is desirable to have the education of Deaf Mutes begin any earlier than it now does—whether it is best to have them under instruction between the ages of six and ten. If the present term of instruction is not to be extended, we answer decidedly, no. If they can be kept at school only five or six years, then do not commence with them till they reach the age of twelve, that they may make the most of their scanty allowance. But we believe that the feeling is beginning to be entertained that the Deaf and Dumb should have a better education, and consequently more time in which to acquire it; that like other children they should be early placed at school and kept at school until their education is complete; until they have learned all that is necessary to fit them for usefulness in their

appropriate spheres of action. In order to be well educated, a Deaf Mute should in our opinion have two years in the primary department, beginning at the age of eight; five or six years in the existing Institutions, and three years in the high class or contemplated High School. Could the Deaf and Dumb enjoy the advantages which would be afforded them by such a course, we might expect in them as a class, mental development far beyond any thing we have hitherto witnessed.

Our conclusion then is, that as instructors and friends of Deaf Mutes, we should steadily and perseveringly aim at the adoption of the system of education above indicated; and that as soon as practicable we should organize a primary department in each of our Institutions, where children who have means of support might be received and instructed, and that we should constantly use our influence and put forth our efforts to secure for all, the poor as well as the rich, the free and the full enjoyment of the advantages of this department.

WM. W. TURNER,
J. VAN NOSTRAND,
Committee.

The report was adopted.

Mr. PORTER, from the Committee on Statistics, presented a report embodying a plan of registration, as follows:

The Committee on Statistics, appointed by the Second Convention of American Instructors of the Deaf and Dumb, respectfully present to this Convention the following

R E P O R T :

By the first of the resolutions under which the Committee was appointed, they were "instructed to collect and arrange facts on the subjects of disease and mortality among the Deaf and Dumb, together with that of the causes of deafness," and by the second they were requested to report "a plan which may be adopted in all the Institutions for the Deaf and Dumb in this country, for conducting inquiries and for collecting and recording facts on these subjects in future."

It is not for the want of valuable materials that the Committee do not come prepared for an extended Report on the subjects named in the first resolution. In most, if not all, of our American Institutions, records have been kept more or less complete, though in some of them quite imperfect, and in no case as full and thorough as could be desired. In the Twenty-Eighth Report of the Hartford Institution, the results in relation to the age at which the loss of hearing appeared, the causes of deafness, the instances of Deaf-Mute relatives, and some other points of interest, were exhibited, so far as had been ascertained, concerning the pupils of that Institution. A similar statement, brought down to the year 1851, was appended to Mr. BARNARD's Tribute to GALLAUDET, and the same is repeated in the *Am. Annals* for July, 1852. The Eighteenth Report of the New York Institution takes a wider range on the same points of inquiry, and embodies the results, so far as they could be obtained from the several Institutions in this country, together with those given in the Paris Circulars in relation to some of the schools in Europe. From other sources there are also to be gleaned scattered items of value on these subjects.

In relation to disease and mortality among the Deaf and Dumb, the inquiries have been less thorough. Many facts under this head are indeed on record, but there are many more yet unrecorded, which should be saved without delay from forgetfulness, or gathered in by inquiry and correspondence; and this being done, comparative results should be exhibited.

The Committee regret that they are not prepared to present a *resume* of what has been published and of what might be ascertained on these several points; but the other part of the work assigned them was deemed of more urgent importance, and has so far occupied their attention as to prevent their doing justice to the one first named.

§ I. REASONS FOR A RECORD OF VITAL STATISTICS.

In presenting the Plan which the Committee have prepared in compliance with the second resolution, it may not be improper, at the outset, to notice the reasons which render a record of this kind desirable. No one certainly can have greater cause to attach importance to the physical part of man, than the educator of the Deaf and Dumb. For what is his vocation but to remedy, in some partial degree, the consequences proceeding from a defect of bodily organization? Consequences, how vast, from the loss of a single organ, seemingly so insignificant! We have also, in the causes of deafness and its physical effects and concomitants, a field of observation open to no one else; a portion of the general domain of physiological and sanitary science allotted to us, which, properly cultivated, may yield important contributions to the common store; every contribution thus rendered being so much done for the welfare of the race.

But further, such inquiries have for the educator of the

Deaf and Dumb, an immediate bearing on his usefulness in his proper calling. For that is obviously a defective scheme of education, which takes not into account the physical well-being of its subjects. Whatever physical peculiarities then, whatever disorders, predispositions or liabilities, or whatever exemptions from such, are commonly associated with deafness, it is only through a correct knowledge of the facts as they are, that the training of the Deaf and Dumb can have the requisite adaptation, or the best direction be given to their subsequent course of life. Special adaptations to individuals also, are made possible, only by the knowledge of each case, which a regular system of inquiry would furnish.

§ II. GENERAL FEATURES OF PLAN.

The leading general features which, in our judgment, should characterize any plan for the purposes specified, will now be stated. The inquiries with which the plan is concerned being of course inductive, such facts should be embraced therefore, as will furnish a basis for a full and thorough induction. An absolutely rigid application of the inductive process would require that every particular in the history of each individual under inquiry, and every characteristic of his person and constitution, should be accurately described; for it is only after at least a partial induction that it is possible at all to determine what circumstances are important or unimportant. It is hence a great and a difficult point to make a judicious selection of the kind of facts to be observed, including everything which may by possibility prove to be important, and yet avoiding the incumbrance of whatever may safely be rejected as of no moment. In making this selection, our main reliance

must be the analogy of causes and effects in relation to the human constitution in general. So great, however, is the actual imperfection of knowledge on this subject that we need beware of unduly contracting our scope of observation, of laying our foundation of facts too narrow, and to take care, lest by a foregone conclusion, we shut out that which ought to be embraced. To a certain extent we have a track marked out for us, in the conclusions which past observation upon the Deaf and Dumb has already authorized, but which it may be useful to confirm, or needful to modify and more precisely to limit. There are views also entertained, as probably well-founded, but demanding a thorough investigation. On still other points, opinions have been based upon a very narrow ground of observation, or questions have been raised out of a few observed cases of coincidence, or from loose analogical conjecture; and these obviously call for patient and careful inquiry.

Our selection of facts also should be comprehensive in another respect; that is, it should include negative as well as positive instances, and be so complete that the proportion of the one to the other of these may be ascertained. By positive instances we mean those which favor any view or theory, and by negative, those which make against it. The value of each is known only by considering the relative numbers of the two. If a Deaf Mute should have a cousin partially or entirely deaf, this, as a positive instance, will be of less weight, in case he have fifty cousins with perfect hearing, than if the number of the latter were smaller. The principle is one of universal application in inquiries of this nature.

When we shall have determined what facts are to be observed, it will be no less important to fix upon an eligible

manner of recording and arranging them. The discovery of coincidence between one order of phenomena and another forming an essential part of the inductive process, an arrangement is required which shall reduce as far as possible the labor of examining and comparing the facts, and at the same time render this labor more fruitful in valuable results. Science perfected is simplicity itself; but complication embarrasses in proportion to its incomplete condition. Physiology is pre-eminently an imperfect science, if not destined ever to remain such. Observation of the phenomena of living existence must of necessity be so superficial, as often to confound things really distinct, and to separate those essentially the same. If the ultimate laws on which these phenomena depend do not indeed lie quite out of reach of the human understanding, this much at least is certain, that they have not as yet been brought within even a tantalizing distance; are not yet even dimly descried. In the process of inquiry, the best that can be done is to note instances of coincidence and of non-coincidence between phenomena resembling each other in certain respects, and other phenomena resembling each other in certain other respects; though even when the coincidence is most complete we must often remain ignorant which to call the cause and which the effect, or whether to call both the effect of something else; while in truth neither are really and properly either cause or effect.

We have no occasion then, in the arrangement of our record, to aim at any thing like a properly scientific classification of the facts; that being in every case, the end or issue of the inductive process, and no part, not at least the initial part, of the process itself. It is only requisite that each head of the record be so distinct and so clearly

defined, as to leave no room for doubt where any item of fact should be placed, or may be found; and that the subdivision be not so minute as to embarrass by needless complexity. Such an arrangement will indeed be in a sense scientific, that is, conformed to the rules of inductive inquiry. But beside this, a convenient mechanical arrangement is a matter of the highest importance, and the thing which we have chiefly in mind in these remarks on the difficulties which beset our attempts at investigation. Consider, that not only are the facts to be compared multifarious in their nature, but the coincidence sought for may exist not merely between two terms or two sets of facts, but may involve several at once—may exist, for instance, between facts of one kind, A, and those of several other kinds, B, C, D, combined; or again, between A and either one or the other of B, C, D, severally; or, it may be, between one or the other of A, B, C, D, severally, and E, F, G, combined. But we shall not attempt to specify the various permutations and combinations, which sometimes will make a tangled web, not to be unraveled, even with the most perfect machinery for the purpose.

A plan convenient for the purposes of reference and comparison, having necessarily a place for every thing and every thing in its place, will of course present the incidental but most important advantage, of convenience in the filling up of the record. Each head, like the compartments of a well-arranged cabinet, will be at all times in readiness to receive its appropriate contents, and each vacant place will show what is needed to be supplied. And, besides subserving convenience, this, be it also observed, will lead to the preservation of much which on any different plan, would be inevitably lost.

The importance of having a uniform plan pursued in the several Institutions is obvious, in order that the results may severally admit of comparison one with another, and may together be embodied in a general result. Not less important is it that the plan adopted should, as respects the shape in which the results are presented, be conformed to the best plan prevalent for similar inquiries in relation to the general population; so far at least, as may be requisite for the purpose of comparison. By far the most thorough system for the registration of vital statistics, is the one which has been in efficient operation in England for about sixteen years; and which is indeed all that could be desired. Among us, Massachusetts has taken the lead of the other States. The very able Report, presented in 1850, by the Sanitary Commission, to the Legislature of that State, is an ample repository of facts and ideas on this subject, and may be safely taken as a guide by us, so far as applicable to the case with which we are concerned.

A plan of the nature proposed includes two parts, one respecting the manner of recording the elementary facts, and the other the manner of abstracting and exhibiting general results. The latter need not be fully prescribed beforehand, but it is the end to which the other part should have exclusive reference. The record must be so made that abstracts can be drawn up in forms, some of which may not even have been anticipated, and which may vary according to the various points it may be desired to elucidate.

Finally, a plan, to be worthy of adoption, must be practicable of execution, and this without requiring an unnecessary or unprofitable amount of labor. It would, however, be the height of folly to expect an object of this descrip-

tion to be accomplished, without having bestowed upon it a considerable amount of time, care and labor. It is not a work to be done by a machine that may be wound up and left to go of itself. The end to be gained is however, a valuable one, and worth the labor it may require. That the least expenditure be exacted consistent with the proper performance of the work, is all that can be desired. The labor of carrying out a thorough method, should be cheerfully performed, as not only yielding immediate fruit, but as sowing for the distant future, and as having a value, not merely imperishable, but ever enhancing itself with the lapse of future time. It is, however, no objection to a plan, that it cannot or will not be carried out as thoroughly as might be desired, provided it be prosecuted to an extent, though partial, yet sufficient for useful results not otherwise attainable.

§ III. QUESTIONS TO BE SETTLED IN RELATION TO THE DEAF
AND DUMB.

A simple statement of the various questions which have been, or may be, proposed in relation to the subjects named in the resolutions of the Convention, will aid in determining what classes of facts should be embraced in the Register. One of the subjects specified, concerns the "causes of deafness." The investigation of this requires that the deaf from birth be distinguished from those who become so after birth, with a classification of the latter according to the age when the deafness appeared. It requires, of course, a record of the diseases and other causes known to have had an immediate connection with the misfortune; and of others also lying back of these, which may be presumed to have oftentimes an important influence, such as

climate, local situation, domestic condition. Causes of this nature, not only act on the individual directly, but these, with others, act also more remotely, through parents or ancestors. The questions in relation to deafness as inherited, are many and complex. Is total deafness in certain cases a defect specifically inherited, or does it descend as the result of a general tendency to disease of the ear, which may show itself, now in partial deafness, or deafness of one ear, and then in total deprivation of the sense? Or, on the contrary, does hereditary deafness, total or partial, come as the result of a debility or unsoundness of the general constitution, determined accidentally to this particular organ? Or again, of this combined with a specific tendency to the organic disease? In relation to such general constitutional predisposition, is it commonly a tendency to any one kind of disease; and particularly to disease of a scrofulous character? Questions arise here also, as to how far congenital deafness really differs from that originating after birth. Is it usually greater or less in degree? Is one more frequently than the other, connected with observable marks of disease in the ear? How frequently do these two descriptions of deafness occur severally in members of the same family? Is deafness originating before birth, usually the result of disease developed after the commencement of living existence? There are questions also, in relation to causes acting temporarily on the parents, and through them affecting their offspring; and others in relation to parents improperly matched in respect to age or consanguinity. To solve these questions of hereditary deafness, requires an extended knowledge of the ancestors and the kindred of the deaf, not only in respect to the infirmity in question, and to health, disease and mortality,

but in respect to circumstances and habits of life. Related to some of the points above stated, is the inquiry respecting the relative proportion of the two sexes among the Deaf and Dumb; and this again, distinguishing the congenitally from the accidentally deaf; also, whether deafness when inherited, descends more frequently through the father or the mother; also, whether the families to which the Deaf and Dumb belong, are, many of them, unusually large or small. Facts also in regard to the order in which cases of congenital and accidental deafness, and of exemption from deafness, occur severally in the children of a family, become important in this connection. But our present purpose does not require an exhaustive enumeration of the various points of inquiry.

On the other subjects named in the resolutions of the Convention, viz: disease and mortality among the Deaf and Dumb, various questions may be propounded, all of which require the aid of accurate statistics. Is the rate of mortality among the Deaf and Dumb greater or less than among others; that is, do they die at an earlier or a later age? Are they more liable to disease, or subject to a greater amount of disease than others? Are they more liable to diseases of the respiratory organs? Are they, or not, to a greater extent subject to scrofulous disease? Are they peculiarly liable to any other class of diseases? If so, is this peculiar condition or liability more frequently the result of an hereditary predisposition to which the deafness is itself to be attributed; or, is it a consequence of the disease or accident which proximately caused the deafness; or, thirdly, the result in any way of simply the deprivation of hearing or of the loss of the exercise of speech? It will also be an interesting and useful inquiry, how the mor-

talities among pupils while in the Institution may compare with that of the community generally, or of the Deaf and Dumb elsewhere. On most or all of these questions a separate comparison should also be made of the two sexes, and of the congenitally, distinguished from the accidentally deaf. An amount of data already considerable and constantly accumulating, is to be had from the Sanitary Reports of England and of other European countries, and those of Massachusetts and of some cities and districts elsewhere in this country, which will be available for the purpose of comparison, whenever the corresponding investigations shall have been made in relation to the Deaf and Dumb. The sources of information on the subject will undoubtedly be extended and multiplied at no distant period.

§ IV. EXPLANATION OF THE PLAN PROPOSED.

The task of devising and preparing a method of registration which should answer the conditions required in the case, has been found to involve some difficulty; and it is with no small degree of diffidence that the plan is submitted which will now be described. It should here be premised that the committee have taken the liberty to make their plan more comprehensive than the limits indicated by the resolutions of the Convention, for the obvious reason that the additional matters which it embraces are important to be placed on record, and that it is plainly expedient to have the whole provided for in one comprehensive plan; to say nothing of the intimate mutual relation between all the classes of facts which the plan comprehends.

The Committee have prepared forms in blank, herewith submitted,* for a Register to be kept at each Institution,

* The reader will find these at the end of Report, exhibited on a reduced scale of dimension.

and also for returns from each Class under instruction, and from the Domestic and Industrial departments respectively. The Register is in two parts—one which may be called Register A, designed to embrace the leading facts desirable to be recorded respecting the pupils individually, the other, Register B, for facts concerning their relatives.

The method of filling out Register B will first be explained. The blank is for one page, designed for the relatives of one pupil. Each column, it will be seen, has its descriptive heading. The horizontal spaces, or lines, are numbered on the left margin, 1, 2, 3, etc. Each is to be filled out in the several columns with facts in relation to the individual named on the left. The manner of arranging the names in the first and second columns will be best understood by reference to the example partially filled out which is herewith presented.

The first, or left-hand column, begins, in this case, with the grand-parents of the pupil by the father's side. In the second column, opposite to their names, are inserted the year of and their ages at marriage; and on the lines below follow the names of their children, including of course, the father of the pupil. The maternal grand-parents come next, in the same manner, with the year of and their ages at marriage, and the names of their children. Next, in the first column, comes the father, (Adam Smith.) This name being brought down from space No. 3, has this number inserted against it here; and 11, the number of this space, is placed against the name in space No. 3; if in red so much the better. This mode of reference makes it easy to trace relationship between all the individuals on the list. No. 11, is also occupied by James

Jones, as the filling out for Adam Smith has been already done above in No. 3. In No. 12, is the maiden name of A. Smith's first wife, with particulars of marriage and names of children as before described. She having died, the second wife, the mother of the pupil, appears next in No. 15, with the reference also to No. 10, from which the name is brought down. Among their children appears the name of the pupil (JOHN) made conspicuous to the eye. Next, the father having deceased, comes the second husband of the mother in No. 20, with names of children, etc., as before. Next in Nos. 22 and 26, appear the uncle and aunt of the pupil, and he himself in No. 28, as married and having children, and should be followed in the same manner by such of his brothers and sisters as should sustain similar relations.*

In this example all in the second column are related to the pupil by consanguinity. If it be desirable, for the sake of negative instances, or for any reason, to travel beyond the limit of consanguinity, it can easily be done. If, for instance, the first wife of John Smith's father, or the second husband of his mother, should have had children by another marriage, the difference between those children on the one hand and the brothers and sisters of John on the other, might throw light on the causes of his deafness.

The record can be made just as extensive or as limited as may in any case be desired. It may be confined simply to the parents, and brothers, and sisters of the pupil, adding his descendants also, if there should be any in case of his marriage. Even if we stop here in every case, a record of

* Many of the families entered on the Register may be liable to a subsequent increase. In such case, room should be left for additions. A book of some sort will also be needed for memoranda to be kept till sufficiently complete and in proper time to be posted on the Register.

this sort appears desirable; while there are many instances in which it is both desirable and practicable to go much further than this. The plan admits of going back in the line of ancestry, and of embracing collateral relatives to any extent. It is not absolutely necessary that the arrangement of the record should conform always to the order of natural descent. If, for instance, the parents, and brothers and sisters of JOHN were placed first on the list, and were followed, instead of preceded, by the grand-parents and their families, the references carried with each name as it reappears, still furnish the means of tracing the relationship.

May a remark be suffered here, upon the advantages of such a register over any method of general inquiry? It will bring to light many important facts which would be overlooked under any such method. Indeed, to general questions, it is often difficult to get answers at all. The information in this detailed and accurate form becomes of incomparably greater value. From such a record important facts may be eliminated, which no general inquiries would anticipate; and general statements be made out, for which such inquiries could by no means furnish a basis. On this plan also we shall have negative as well as positive instances, and their numerical proportions.

We should add here, in explanation of the column headed Physical Peculiarities and Personal habits, that this head is intended for specifying anything peculiar relating to the constitution or health—especially infirmities of any kind; such as defects greater or less in the hearing or in any of the senses, insanity, idiocy, imbecility, etc., also any malformation of body, or to note personal habits of any kind which may be supposed to affect the health or constitution of the individual or of his posterity.

The Class Returns are to be filled up as follows. In the *first* column after the names, is to be entered the number of days in which the pupil is either totally or partially disabled for study by bodily disorder of any kind. In the *second*, is to be placed the total amount of the disability, reckoned as follows. In his daily record the teacher is to enter the amount as the virtual loss of the whole or of half, or quarter, or three-quarters of the day, and the sum of all for the month will be the total required. The next column is for days absent on other accounts besides illness. The *next three* columns are for attainments in arithmetic; the first for the number of exercises of which a record is made; the second for the sum of the marks of proficiency for all these exercises, and the third for the average obtained by dividing the latter number by the former.

The manner of indicating proficiency or rank by numbers may be, either by ranging from cypher 0 for a failure up to 4, 8, or 10, or whatever number may be selected for the highest rank or a perfect lesson; or otherwise, 1 may mark the highest rank, and the larger numbers a greater or less degree of error or imperfection. But one set of marks should be employed in an Institution for all the matters which are taken account of in this way; and it might be of advantage to have a uniform method agreed upon by all the different Institutions.

After the columns for arithmetic, there follow *three others* on the same plan, for recitations in other branches of study, then a *column* for composition, and *two* for penmanship. *Conduct* is to be marked by numbers expressing rank as above explained. This head will comprise conformity or not to the rules of the school, diligence and attention or the reverse, and correctness or impropriety of moral con-

duct or of general deportment as observed in school. Under the head of *Remarks* some topics are specified and numbered. The notes entered in relation to any of them should have prefixed the number of the topic under which they come. At the foot of the columns the *Totals* and the *Averages*, as deduced by dividing these by the number of pupils, furnish the means of comparing the class as a whole with itself at different times, or with other classes. Room is left below all for *General Remarks* in relation to the class, or to circumstances affecting it, and for stating how much and what has been taught.

The forms for Returns from the Domestic, and from the Industrial departments, need little to be added by way of explanation. In noting the number of days' medical treatment, no line of distinction can be well drawn short of including every administration of any article belonging to the materia medica, those of the domestic dispensary not excepted,—not meaning, however, to include *aqua simplex*, unless hydropathically administered. Distinct columns are appropriated for diseases of the ears, eyes, skin, and external glands respectively; because so common and so important as indications of something more.

We come now to the explanation of Register A, to which the other parts of the plan are more or less subservient. Two opposite pages of this Register are appropriated to each pupil. The page on the left presents *fifty-four* heads of inquiry, numbered in order, with a blank space to each for the entries. The headings may themselves be abbreviated into a small part of the space. The page on the right is for notes, when the blank at any of the heads proves insufficient. The notes will not be in the order of the heads, but will succeed each other on the page accord-

ing to the time when they are entered. The note first entered is to be marked *a*, on the left of the line at the inner margin of the page, with also the number of the head (or heads in some cases,) to which the note belongs. The letter (*a*) should then be affixed under the proper head (better in red,) as a mark of reference. The note next entered should be marked *b*, the next *c*, and so on, in order. Thus, when examining the Register, if you find no reference letter under any head, you have no note to look for; when one does appear, you find the note at once. The lines down the middle of the page are for the arrangement of the notes in two columns.

The head No. 1, is for date of admission; No. 2, for age at that time; No. 3, for residence or home, then and afterwards while in the Institution; No. 4, states by whom supported in the Institution; No. 5, is for entire years of absence. This is separated from No. 41, which gives in days the amount of absence for a portion of a year, for the reason that when the pupil is absent an entire year it is not paid for nor reckoned as a part of his course. In accordance with this, the heads from 35 to 45, which are arranged for a separate entry for each year of the course, will be filled out as though the year of entire absence, noted under No. 5, had not intervened. No. 6, is for the date when the pupil leaves the Institution, with the reason also added, in cases other than a regular completion of the course. Nos. 7, 8, 9, 10, 11, and 14, relate to matters provided for in Register B. When entered in detail there, a brief reference to them is still desirable here; and the case of relatives, whose names for any reason fail to be entered there, may be here described. Of these, No. 7, is for defect of hearing, whether partial or total, whether

affecting one ear or both. The age from which it dates, and the occasion so far as known, should be noted in this place or in Register B. The same remarks apply to No. 8, for defect of sight. Similar details are desirable in regard to No. 9, for relatives imbecile, idiotic, or insane; to No. 10, for the consumptive; and No. 11, for other infirmity or mal-formation.

No. 12, "Physical resemblance to infirm relatives," is inserted, under the idea that the resemblance in other respects between the Deaf Mute and such of his relatives as may be deaf or otherwise infirm, will shed some light upon the question in relation to the hereditary transmission of deafness in particular cases, and in relation to the same in general. There are certain features of the bodily organization which usually go together, so that from whichever parent the child takes one, from the same it takes also the others of the set. Observations under this head may both throw light upon the cases under inquiry, and may contribute something to physiological science, so far as it remains unsettled on the points here involved. In drawing conclusions, however, from such observations, discriminating regard should be had to the nature of the deafness, as seated in what part of the auditory apparatus, and from what kind of disorder resulting.

No. 13, Consanguinity between parents or ancestors relates to a point of some importance, concerning which not so many facts have yet been placed on record as are within the knowledge of persons conversant with the Deaf and Dumb who have given any attention to the inquiry.

No. 14, Ancestral History, is designed to contain any thing important in relation to parents or ancestors, and not embraced under the preceding heads nor entered in Regis-

ter B—facts going back to a date more remote than Register B might commence with, and those particularly relating to extraction or race.

No. 15, Domestic Condition and Location, is for noting the existence or the absence of any thing pertaining to the birth-place or former residence of the pupil, whether as respects external situation, or interior condition, which might have had an agency in producing the deafness; or whatever of this description might have affected the health or the character, whether favorably or unfavorably.

Under No. 16, is to be stated whether the deafness be congenital, or if not, at what age it originated; under No. 17, the general state of health before the origin of the deafness, and what attacks of disease, or what accidents, if any, had been experienced, which might have had a remote influence in causing the deafness, or might have affected the subsequent health or character.

No. 18, relates to the Cause of the deafness. If this, or any part of it, immediate or remote, may be found under any of the preceding heads, these should be here referred to; and any other cause or causes, to which the deafness may be wholly or in part ascribed, should be here stated. Whether the cause named be well ascertained, or merely supposed on uncertain grounds, should be clearly indicated, and the evidence for or against should in some cases be given at length.

Under No. 19, are to be given the particulars of any attempts which may have been made to cure the deafness, and with what success.

No. 20, relates to the Condition of the Organ of Hearing, as this may appear on examination by a medical man,

at the time of admission; to which may be added any thing ascertained in regard to its previous condition, or any thing important subsequently observed.

No. 21, is for noting the degree of hearing possessed by the pupil on admission. Notwithstanding the difficulty of determining in some cases whether any degree of hearing exists or not, and still more of measuring with any precision the degree of sensibility when some evidently does exist; and further still, of describing and recording this with any approach to accuracy, the attempt should nevertheless be made to do it as well as possible, however imperfectly. In this attempt the utmost care should be used; first, not to confound a mere jar or concussion, or felt vibration, or even a bare impulse upon the membranes of the ear, for sensibility to sound. Experiments should also be repeated with sounds of various qualities and on different keys, as well as with differing degrees of force or volume. Particular attention should of course be paid to the distance which the sound is made to pass, and some regard be had to the construction of the room and to position in the room, as fitted to increase or diminish the sound, to convey or impede it. The greatest difficulty of all is to find some common measure or standard, by which the degree of hearing may be marked. Your Committee would be glad, were it in their power, to recommend a method by which this might best be accomplished. They would merely suggest, whether it cannot be done by comparing the distance at which a person with perfect hearing can barely distinguish a given sound, with the distance at which the same sound can be perceived by the subject of the experiment. The trial, in whatever way, cannot be so well made till the pupil has been for some time

under instruction, nor is it important that it should be.

No. 22, is for noting the sensibility to sound, as conveyed by contact of the sounding body, a tuning fork, for instance, or a musical instrument, with the teeth or the bones of the head. Partially deaf persons in some cases, can in this way hear the beatings of a watch, or the faintest notes of an instrument, as distinctly as others in the ordinary way, with perfect hearing. The trial in this way, is a test for determining the nature of the defect or disorder, showing whether it be seated in the auditory nerve itself, or in some other part of the apparatus. It shows also, whether the individual can be aided by the sound of his own voice as a guide to correct articulation.

No. 23, is for marking the degree of hearing when the pupil leaves the Institution; and No. 24, the same at any time subsequently as greater or less than before.

Nos. 25, to 29, are for marking the extent to which the ability to articulate and to read on the lips exist at the time of admission, that of leaving the Institution, and at subsequent periods.

No. 30, Health, etc., before admission; that is, subsequently to the origin of the deafness, as previous to that, it comes under No. 17. No. 31, is designed to show whether the pupil has had the measles or not, and if so, at what time; and the same in relation to scarlet fever, whooping cough, the mumps, and vaccine disease.

No. 32, Physical Condition on admission, is for state of health and every thing relating to bodily temperament, appearance and condition generally: as, whether the person be of the nervous, sanguine, lymphatic, or bilious temperament—whether large or small, lean or full in flesh, stout or slender, delicate or robust—with complexion,

color of hair, etc.—and whether apparently scrofulous or not, or manifesting a predisposition to any kind of disorder; and of course, if laboring under actual disease. The condition of the skin should be remarked as healthy or not, and as showing, or not, traces of previous disease, etc.

No. 33, Intellectual Condition on admission, should state whether the pupil can form written letters or not, or knows the manual alphabet, or has learned to understand any words spelled or written, or is able or not to communicate well by signs; whether he appears bright or dull, etc. If the pupil has been at another Institution, this should be stated, with the amount of attainment made; also, whether skill has been acquired in any kind of work, and what.

No. 34, Moral Condition on admission. Here should be stated whether the individual be passionate, obstinate, disobedient, respectful, affectionate, indolent, or the reverse of any of these, or addicted to lying, stealing, or running away, and whatever may be characteristic in disposition or habit. Many of these points can better be determined after the pupil has been a while in the Institution, than by taking the representations of his parents or other friends.

Nos. 35, 36 and 37, are designed for a separate entry for each year of the course; and Nos. 38 to 45, have for this purpose separate spaces or columns for each year. The periodical Returns from the classes and the other departments of the Institution, will chiefly furnish the materials for the filling out of these heads. No. 35, is for briefly describing the health and physical condition generally. No. 36, for the moral dispositions and habits which may manifest themselves, the rank in respect to conduct being given in No. 43, below. No. 37, Intellectual Mani-

festations, should state whether the pupil excels or is deficient in any particular branch or acquirement; whether the mind be active or inert, quick or slow in movement, clear or confused, discriminating or obtuse, superficial or thorough, original and ingenious or merely receptive—whether the memory be quick, or retentive, or the reverse, and whatever may characterize the intellectual development of the individual.

No. 38, is for the name of the Instructor by whom the pupil is taught each year. Nos. 39, 40 and 41, need no further explanation. Scholarship, No. 42, is to be expressed by a mark or marks denoting the class to which the pupil belongs, and another showing the rank attained in the class. For the former, the letters A, B, C, etc., may mark the general standing of the class as of a certain number of years, while the higher or lower divisions of the same standing, may be styled A 1, A 2, A 3, B 1, B 2, etc.; or the classes may be numbered according to advancement made in the regular course of study. No. 44, is to show the rank in respect to skill and industry as a workman, and No. 45, to indicate by abbreviated marks the kind of work engaged in. No. 47, is for instances of serious discipline for offences.

Nos. 48 to 53, relate to character, condition, etc., after leaving the Institution. No. 46, is for the time, place, cause and circumstances of death; and No. 54, for any remarks which may not fall under any of the other heads.

In all comparative estimates of disease or mortality, it is essential to discriminate the different ages, and under each age to find the proportion which the subjects of disease, or death, bear to the whole number living at the time in

question. Tables like the following, will aid in doing this readily and accurately, and be useful also on other accounts. The years of the era may occupy the first column, and the years of age head the other columns, thus :

	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	over 25	5 to 10	10 to 15	15 to 20	20 to 30	Total of all Ages.
1850																								
1851																								
1852																								
1853																								
1854																								
1855																								
1856																								

On this plan may be constructed six or more tables, as follows :

TABLE I. Showing the whole number admitted into the Institution each year, classified according to age at the beginning of the academical year.

TABLE II. Showing the number discharged or deceased within each year, classified according to age at the end of the academical year, or rather at the beginning of the year ensuing.

TABLE III. Showing the number in the Institution each year, classified according to age at the beginning of the year. This table is to be calculated from the two preceding, for each year, as follows: First, give to the numbers of the year previous, an age advanced by one year. Then, subtract the discharged and deceased, as

given in Table II. Then add those admitted, from Table I, and you have the number of each age in the Institution during the year.

TABLE IV. Showing the number deceased each year, whether in the Institution, or after leaving it, classified according to age at death.

TABLE V. Showing the whole number of former and present pupils living in each year, classified according to age. This table to be calculated from Tables I and IV, by adding for each year the number admitted, and deducting the number deceased, and carrying the numbers regularly up in age from year to year.

TABLE VI. Specifying diseases and other causes of death, with the numbers who die of each, classified according to age. It will be sufficient to give these numbers by periods of five years or longer. The classification according to age, may also be by groups of years.

By means of Tables IV and V, may readily be ascertained the ratio of deaths to survivors, of the several ages, either for the whole past series of years, or for any periods that may be taken, or for each or any year of the series. In this shape, and in this only, can the amount of mortality among the Deaf and Dumb be brought fairly into comparison with that of the population at large. For this purpose the ratio will most conveniently be expressed as a percentage. So when the question relates to particular diseases—whether we wish to ascertain the proportion of deaths from a particular cause to survivors, or to the whole number of deaths from all causes—the classification by age must still be observed, on account of the great difference, in respect to the prevalence of particular diseases as well as the rate

of mortality from all causes, at the several periods of life. From Table III, together with a record of deaths in the Institution, the ratio of all the deaths for a series of years to the average number of inmates for the same period, of the several ages, being ascertained, will form a proper basis for comparative estimates. Tables I, II, and III, can easily be converted into per centage tables, showing the ratios of the numbers of each age to the totals of all ages. If it be desired to make a separate comparison of the two sexes, or of those congenitally deaf, and those deaf after birth, in respect to disease and mortality, it will be necessary, either to distinguish these classes in the tables just described, or to exhibit their numbers in separate tables similarly constructed.

In the nomenclature and the description of diseases, uniformity and accuracy are quite important. On this point it will be sufficient at present to refer to the Report of the Massachusetts Sanitary Commission, § XV, of Appendix, p. 389, which gives the method adopted by the National Medical Convention in 1847.

A set of questions, or blanks, would need to be prepared, for the purpose of obtaining information for the filling out of the Register. This, however, the Committee have not undertaken.

In conclusion, the Committee have only to suggest that in the event of a plan like the one now submitted, being adopted, it will be desirable also that each Institution, where it has not yet been done, should arrange a plan for recording, in relation to pupils who have already finished their course, important facts in regard to their subsequent and their future history, including that of their posterity,

in case they have offspring; and that pains be taken without delay to collect the facts and fill out the record to the present time as completely as possible.

In behalf of the Committee,

SAMUEL PORTER, *Chairman.*

[The Blank Forms presented as a part of this Report are appended on the pages immediately following.]

FORMS FOR TABLES.

Example showing the manner of constructing and of filling out Register B.
JOHN SMITH.

Number	Parents.	Date of and ages at marriage. Names of ch'n.	Place of birth.	Birth.	Death.	Age at Death.	Cause of Death.	Physical peculiarit's and personal habits.	Occupation and con- dition.
1.	Smilh, Solomon	30 1800	Smithfield, R. I.	1780	1815	35	Consumption 2 yrs.	Intemperate.	Tailor.
2.	" Maria Edwards	30	Burlington, Vt.	1770	1830	50	Typhus Fever.	Deaf in one Ear.	
3.	Adam,		Worcester, Mass.	1802	1845	43	Pneumonia.	Constitution not strong.	
4.	Ebenezer,			1813	1838	25	Dysentery.		Farmer.
5.	Sarah,			1805					
6.	An Infant,			1808	1809	1½	Convulsions		
7.	Jones, Thomas	32 1805						Excessively hard working.	
8.	" Mary Hooker	18							
9.	Peter,								Extremely Poor.
10.	Eliza,		Springfield, Mass.	1812	1832	40	Inflammat'n of Brain	Insane at times.	
11.	James,								Wealthy Merchant.
12.	" Sarah Gilbert	23 1825		1830					
13.	Mary,	21						Blind by Amaurosis at 30 years.	
14.	Joseph,							Robust.	
15.	" Eliza Jones	31 1833							

Register A.

1. Admitted.	18. Cause of deafness.									
2. Age.	19. Condition of ear.									
3. Residence.	20. Attempts to cure.									
4. Support.	21. Hearing on admis'n.									
5. Years absent.	22. Do. in contact.									
6. Discharged.	23. Hearing on discharge.									
7. Relatives def. hearing.	24. Do. after.									
8. Do. sight.	25. Artic. on admis.									
9. Rel. imb. or ins.	26. Do. on disch.									
10. Do. consumptive.	27. Lip-reading on adm.									
11. Do. other infirm.	28. Do. on disch.									
12. Phys. resemb. to infirm rel's.	29. Art. and L. R. after.									
13. Ancestral history.	30. Health, etc., before adm.									
14. Consang. of par. or anc.	31. Mens. les. Vac. Wh. Cgh. Sc. Fev. Mumps.									
15. Domestic cond. and loc.	32. Phys. cond. on admis.									
16. Age when deaf.	33. Intel. do.									
17. Health, etc., before.	34. Moral do.									
35. Physical condition in the Institution. — year " " " " " " " " " " " " " "	36. Intellectual manifestations. — year " " " " " " " " " " " " " "	37. Moral manifestations. — year " " " " " " " " " " " " " "								
38. Teach-ers. } $\frac{1}{2}$ 1 2 3 4 5 6 7 8 9										
39. Days lost by illness. } yrs. 1 2 3 4 5	47. Discipline.									
40. Days Medical treatment.	48. After Int. char.									
41. Days absent	49. Moral do.									
42. { Class. Rank in Class.	50. Domestic condition.									
43. Conduct.	51. Residence.									
44. Workmanship.	52. Occupation and success.									
45. Kind of work.	53. Health, etc.									
46. Death.	54. Other Remarks.									

Register A, Continued.

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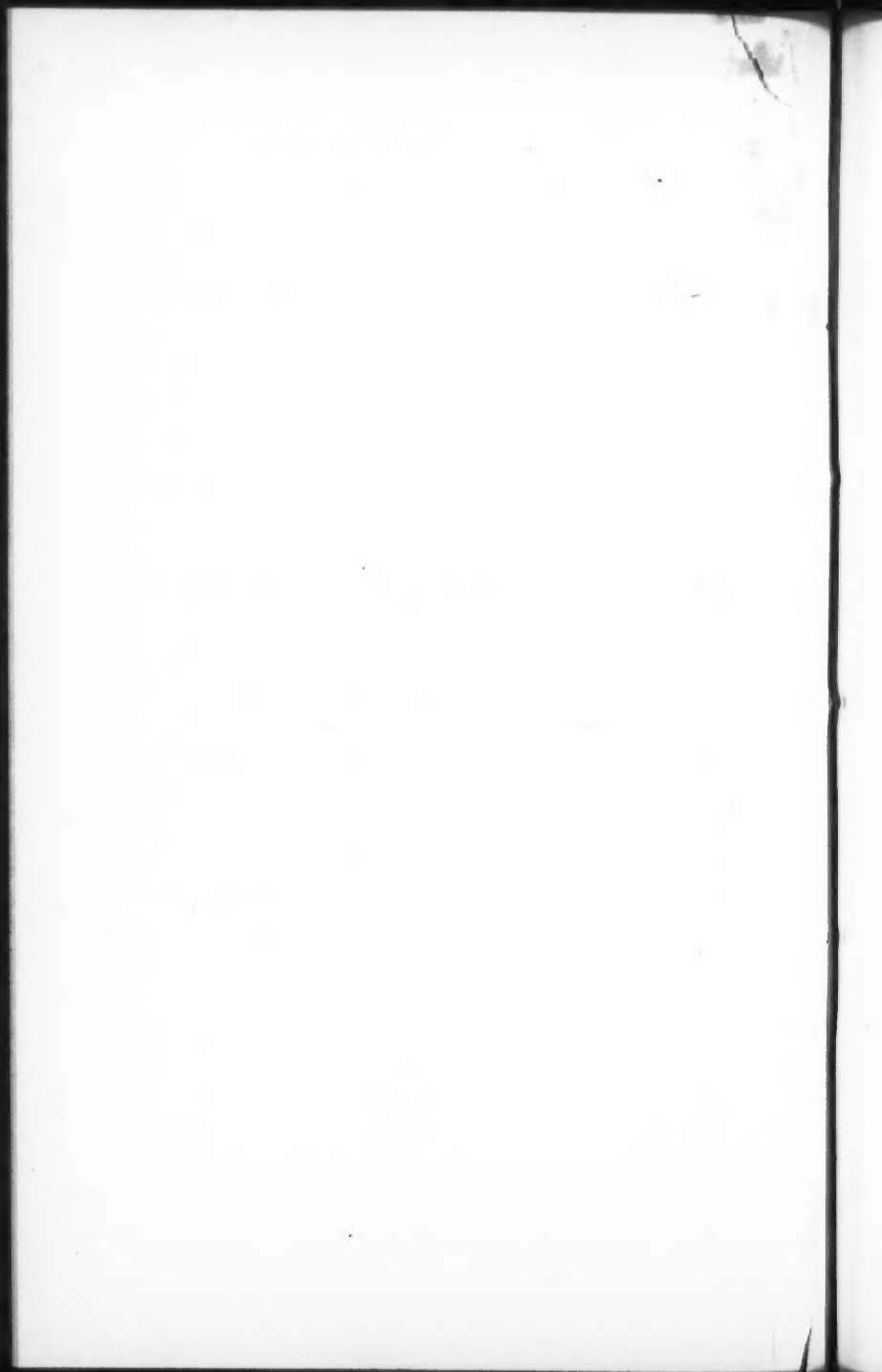
Mr. STONE, from the Committee on Invitations, reported the name of Rev. J. T. DONAHOE as an invited guest.

Mr. BROWN, from the Business Committee, reported a recommendation that the paper on the "Difficulties encountered by the Deaf and Dumb in learning language," by Rev. COLLINS STONE, be taken up and read as the first in order. Agreed to.

Mr. STONE read his paper as follows:

ON THE
DIFFICULTIES ENCOUNTERED
BY THE
DEAF AND DUMB
IN LEARNING LANGUAGE.

BY COLLINS STONE.



ON THE DIFFICULTIES ENCOUNTERED BY THE DEAF AND DUMB IN LEARNING LANGUAGE.

BY COLLINS STONE.

It is both amusing and instructive to notice the different impressions which are sometimes made upon visitors at our Institutions for the education of the Deaf and Dumb. One class of visitors, observing the animated countenances of our pupils, and the ease and rapidity with which they execute the tasks assigned them, seem to suppose that their knowledge is boundless, and that they are equal to any work within the scope of human attainment. Accordingly, if requested to give an exercise, or to propose a question, to exhibit the skill of the pupils, they are quite as likely to propound a problem that would puzzle ARISTOTLE himself to solve, as to hit upon something that is within the pupils' ability. Another class are so deeply impressed with the previous ignorance of the Deaf and Dumb, and the difficulty of communicating with them, as to be greatly surprised that they can be taught anything. The most simple exercises fill them with delight and admiration. There is occasionally still another class of visitors, and their presence is always welcomed by the teacher, who, being able intelligently to appreciate the difficulties with which the Deaf Mute has to contend in the process of his education, can form a proper judgment of the degree in which, at any particular stage in his course, he may be expected to have overcome them, and of the progress he has actually made.

It has long been a source of regret with the most able and experienced Instructors of Deaf Mutes, that the results of education which are attained in our Institutions, are to so great an extent incomplete and partial; that the grand end at which we aim, the free and accurate use of language, is so seldom reached; and that a large portion of our pupils, when they leave school, are so imperfectly acquainted with that which must be to them the medium of communication with the world in which they live, and which should be the vehicle of thought and of mental activity. We are nevertheless fully persuaded, that when the obstacles which lie in the way of the Deaf Mute, as he attempts the acquisition of language, are duly estimated, in their number, variety and magnitude, the true ground of wonder will be the progress actually made, and the success which is attained by them in the work. We propose briefly to notice some of the difficulties to which allusion has been made.

These difficulties arise from two sources: the peculiar condition of the mind of the Deaf Mute when he commences his education; and the peculiar nature of the science he essays to learn. It is an obvious principle, and it has no exception, that the lower the grade of the intellect which you propose to educate, the more inert, stupid and feeble its native powers, the more arduous is the work in hand. To explain, for example, supposing the subject to be new in both cases, the manner in which the annual revolutions of the earth effects the changes of the seasons, so as to make the subject entirely clear to the mind of ISAAC NEWTON, is a very different labor from that of making the same subject clear to the mind of a Hottentot, or a Siamese. In the one case, the mind is quick to catch the

operation of general laws, the connection between cause and effect, and the results that would follow from real or supposed relations. In the other, relations, causes and results, that are distinctly and repeatedly stated and explained, are not recognized; the attention is unexcited, and the ability even, to pass from effect back to cause, is yet to be developed in the mind.

When the work of education commences with a person who is congenitally deaf, the mind is a barren, untrodden waste, upon which the light of intellectual life can scarcely be said to have dawned. The great facts of human existence and human history, which fill all minds but his, and whose waves surge and swell over the ocean of thought throughout the world, are entirely unknown to him. If indeed the problem were given, to place a human being, not idiotic, in such a position that while living and moving among men, he should at the same time have the least possible amount of knowledge, and his mind make the nearest possible approach to a blank, it would be solved by placing him in society, and shutting his ears, from birth, to the sound of the human voice. This is precisely the condition in which we find the Deaf Mute.

The wild and ferocious savage is generally regarded as an uncultivated and ignorant being. Let us measure for a moment, his mental state with that of the uneducated Mute. What does this savage know? The wanderings, the valiant deeds, and eventful history of his forefathers, the accumulated experience of his tribe, the results of his own long-continued observation of animals, plants and things, constantly corrected by the observation of his companions, the existence and power of the Great Spirit, and the blessed hunting grounds beyond the sky, are all por-

tions of his mental furniture. In wreaking his vengeance on his enemies, or escaping from their toils, in feats of dexterity, or in the pursuit and capture of his game, his mind is often stirred to the keenest activity, and all his resources of cunning, invention, and forecast, are called forth. More than all, and this is the great secret of his superiority, he has constant mental contact with his fellow, which sharpens his perceptions, excites his curiosity, stimulates his mind, and leads it forth into a thousand channels. It is only the rough contact of the flint with the steel, that elicits the spark; and it is the mutual attrition of one mind upon another, that more than any thing else, wakes up the intellect to action. Of this, the Mute has nothing. Compared with the uneducated Mute, the savage is a man of vast acquirements, and of profound wisdom. The Mute's knowledge is bounded by his own careless and limited observation, and his mind has never been aroused to any process of reasoning.

Besides this vacuity of facts and truths, upon which, if possessed, the intellect might exercise its powers, there is in the Deaf Mute, the mental impotency induced by long-continued inaction. This, to him, is a very serious matter. Activity is the law of life, both in matter and mind. The air retains its vitality, only while it maintains its ceaseless motion. Let the sap of a tree cease its flow, and the tree dies, and hastens to decay. Water, if it remains at rest but a short period, stagnates and putrefies. Let the arm be fixed in one position, and how long will its muscles retain their elasticity and power? So if the faculties of the mind are entirely without exercise, if the reasoning faculties are unexcited, if the memory is never summoned to bring forth its stores, nor the judgment to use its scales,

nor the faculties of invention and forecast to exhibit their skill, these various powers will practically have no existence. After this state of inaction has continued for a certain period, there is no susceptibility in the mind for calling them into exercise. They seem to be not dormant but dead.

A partial illustration of this fact, is seen in the case of many persons who have good native powers, and the use of all their faculties. When the opportunities of education are deferred to a somewhat late period in life, it is found that the lack of early instruction can never be supplied. The most persevering diligence fails to give a correct orthography or use either of spoken or written language. Yet, by the strange carelessness, in some instances through the *cupidity* of his friends, it not unfrequently happens, that the Deaf Mute, with all his peculiar disadvantages, must at this period begin his difficult task.

It should also be considered that the education of the Deaf Mute ends, nearly at the point where that of the child in our common school begins. The latter, with a mind whose every faculty is quickened by exercise, and stored with a knowledge more or less minute of the nature and relations of things around him, and of the general outlines of truth; with a curiosity sharpened by intimations and glimpses of the wonders in the midst of which he lives, and above all, with the great framework of language in his possession, which will unlock for his inspection all the treasures of science, and art, and history, eagerly enters upon the work of following out the principles, which are already in his mind, to their higher and grander applications and results.

Far removed from this, is the process of education to the Deaf Mute. He has every thing to learn, and the very agent by which his acquisitions must be made, is in a dormant and palsied state. There are, indeed, some instances in which the perceptive faculties are more or less active, before the pupil enters the Institution for instruction; cases in which the imprisoned mind has begun to cast painfully about for some glimpses of light to dispel its darkness; but with much the greater number, the teacher must commence his work upon ignorance and mental imbecility. The faculties by the cultivation of which the education of the Mute is to progress, and be consummated with success, must be aroused from their sleep, and almost created by his skillful touch.

Let us now turn to the nature of the work, upon which, under these circumstances, the Deaf Mute enters. If the real difficulty of a task is to be measured by the correspondence that the work to be done bears to the means by which it is to be accomplished, we are strongly inclined to the opinion that the human mind, in the most mature and vigorous exercise of its powers, is seldom called to a work equally arduous with that which is here imposed upon him. It is, first and chiefly, acquiring a knowledge of the English tongue; of its laws of construction, of the meaning and use of its words and phrases. This, indeed, presents no difficulty to the hearing child. Unconsciously, and without reflection or effort, he has learned it, by hearing it from infancy, and frequent repetition has engrafted its forms, however singular and arbitrary, upon his understanding and memory. But how is the Deaf Mute to acquire it? With the mind of an infant, even though it may belong to an adult individual, he can only learn language by study-

ing and understanding its structure and arrangement. If there is such a science as the "philosophy of language," he must acquire it. By the careful analysis of his teacher, he must become familiar with its simplest elements; and then, by an equally careful use of the synthetical process, he must learn correctly to combine these elements, to express the various ideas and shades of thought, current and recognized among men. The varied forms of speech, and the signification of words, in which usage alone points out the definite meaning, he must learn, for the most part, each by itself; availing himself, in the multiplied anomalies with which he meets, of classification, where it is possible, and of association, either natural or accidental; in the thousand cases where both these resources fail him, he is thrown back upon a sheer effort of memory.

The task for the Deaf Mute, is incomparably greater than that of the student who is learning a foreign language. Making no account of the difference in mental cultivation, the scholar has the aid of the ear, and he has one written and spoken language, with its multiplied analogies in structure, and forms of expression, to assist him in acquiring another, in many respects similar. But even when the mind of the Mute is aroused to reflection, and ideas flow in upon him, waiting for their proper expression, when he has advanced so far as to be able, in some sort, to attach names to these ideas, neither the ideas nor the words marshal themselves in the inverted and arbitrary forms of written language, but in forms exceedingly opposite and diverse.

The additional labor in acquiring language which the want of the ear imposes, will be seen by a single illustra-

tration, and we purposely select the simplest possible. Take the change of termination which denotes the singular and plural. Any discrepancy between the number of the subject and the verb, though separated ever so widely by intervening members of the sentence, jars immediately upon the ear of the hearing person, and at once reveals the error. But the ear of the Deaf Mute receives no shock, from the most glaring violations of propriety in this particular, and one form appears as symmetrical to his eye, as the other. He must however *obey the rule*; and keeping this in his mind, he patiently scans his sentence, word by word, to see if the terminations answer the required conditions. This illustrates one of the many cases constantly occurring, in which the ear would instantly detect an error in grammar, but which the Mute can only discern by the careful examination by his eye, and the application of a principle for which he knows no other reason than the authority of his instructor.

The changes made in the form of the verb to denote time, are at first a source of great perplexity to the Deaf Mute. Take for example the past definite and indefinite tenses. If he wishes to say to his friend that he has often read over his letter with great satisfaction, he is taught the proper form, and writes, "I have often read over your letter with great pleasure." But if he wishes to say that he enjoyed that pleasure the day previous, he must not write, "I have often read your letter yesterday"—by introducing a small word which fixes the time, he finds that he must change still further the structure of the sentence. Difficulties like these, which seem to us so trifling, arising from the expression of number and time, the use of connectives, particles and qualifying words, are no trifles

to him. Unless there is a good degree of mental sharpness, they are seldom fully overcome. Where there is however, the power of discrimination and attention, these are soon mastered. Others much more formidable await him.

We have already intimated that it is the structure of our language, especially its idiomatic phrases, and the peculiar meaning of words which usage sanctions, that constitutes, to the Deaf Mute, the great difficulty of its acquisition. A few of these peculiarities we will enumerate.

The important distinction between the transitive and intransitive verb, is early impressed upon the pupil; not the *name*, but the real distinction in meaning and use. He is taught that in the first class, the action passes directly over to its object; that in the latter class, it does not; and that when an object follows a verb of the latter class, a preposition must intervene. In many cases, however, essentially the same idea is expressed by two verbs, one of which has the transitive, and the other the intransitive form.* We tell, and say to, a person: begin, and enter upon, a work; pursue, and run after, an animal; desire, and wish for, an object; reach, and arrive at, a place. These different forms, are to the Deaf Mute, names for the same idea, and he is not only puzzled to know why the preposition should be used in the one case, and not in the other, but is constantly mistaking its use, by attaching it to the wrong word.

Besides, the common meaning which a word bears, as it stands alone, it often combines with other words, in a way

* In noticing these peculiarities of the language, I have availed myself freely of an admirable article by Prof. BARNARD, on the "Instruction of the Deaf and Dumb." Quar. Chris. Spec. vol. ix, p. 521.

that changes materially, or entirely, its signification. Its ordinary meaning, often renders but little aid in ascertaining its meaning when combined with other words. Every intransitive verb, may be joined with different prepositions, and each combination changes more or less its meaning, and sometimes its original import can hardly be recognized in its new position. So that the pupil must not only learn the meaning of the word in its ordinary use, but its import in each of the different phrases where it may be found. This secondary or conventional use of the word, is a more severe tax upon his memory, than its primary meaning. The following words will serve as examples: to beat, to beat down, (a wall, also a price,) to beat up, (for soldiers,) to beat out, (to extend, also to thresh,) to beat back, (an army,) to beat into, (to instil by repetition,) to beat against, (a rock,) to beat upon, to beat off, (to repel,) to beat about, (as a ship in a storm,); to act, to act upon, to act over, (to repeat,) to act under, (authority,) to act out, (character,) to act from, (a motive,) to act for, (another,) to act against, (a rival,) to act with, (to co-operate,); to turn, to turn into, to turn out of, (office,) to turn up, to turn down, to turn away, (to dismiss,) to turn over, (to overset,) to turn off, (from a road, also to divert,) to turn aside, (to avert,) to turn on, (to retort,) to turn about, to turn back, (to retreat,); to make, to make a journey, to make an estate, to make a dinner, to make a difference, to make a story, to make a speech, to make hay, to make amends, to make account of, to make out, (an account, also to discover,) to make free with, to make over, (property,) to make away with, (to kill, or to destroy,) to make good, to make love, to make much or little of, to make up, (a quarrel,) to make sure of, to

make merry, to make sail, to make for, (to go toward,) to make up for, (to compensate,) to make trouble, to make as if, etc., etc.

Many words are used as nouns, and also as verbs, without change of form. To head, to face, to eye, to finger, to thumb, to toe, to plow, to saw, to hammer, to nail, are words of this class. After using these words, the pupil is very likely to take the same liberty with other similar words. Why not *ear* a song, as well as *eye* a picture? If he can *elbow* his companion, why not *lip* him, or *tooth* him? If he may *saw* a log of wood, why not *axe* a tree? We can only say to him, that usage allows some words to be treated in this way, and not others.

The termination of words is no certain guide to point out the class to which they belong. To master, to butcher, to doctor, to incense, to advance, to mention, to question, to station, to balance, to influence, to reverence, to pepper, to fetter, to beggar, to fester, to wager, to lather, to slander, to canker, to shelter, to winter, etc., are nouns with the characteristic termination, which are also used as verbs. The following adjectives, with corresponding terminations, are used as nouns: missive, persuasive, sanative, laxative, sedative, individual, subsidiary, subordinate, supernumerary, anniversary, salutatory, catholic, epic, epileptic, etc.

The prefixes which are used to give a negative signification, are also not a little perplexing. Dis, prefixed to a word, conveys the idea of separation, or severance; thus, we say: mount, dismount; arm, disarm; connect, disconnect; appear, disappear. The pupil may not, however, go on to write: embrace, disembrace; attach, disattach; employ, disemploy. Il, prefixed to a word, generally expresses a negative. Illegal, means not legal, but illu-

minate, does not mean to shroud in darkness. We say illiberal, illegible, illegitimate; but not ill-learned, or ill-licensed. When facts warrant the expression, the pupil may write that a person is *unhorsed*, but under no circumstances may he write that he is *unassed*, *unwagoned*, or *uncoached*. The Lords of creation are sometimes *unmanned* by sudden affliction, but no accumulation of sorrow can *unwoman* the Ladies.

On the subject of derivation, the pupil can have little help, except from his memory. Under any rule that can be given him, the irregular will nearly equal the regular formations. For example, from light, and tight, we have to lighten, and to tighten, but from blight and right, we do not make to blighten, and to righten. From the verb deceive, we have the nouns, deceit and deception; from conceive, conceit, and conception; from receive, receipt and reception; and from perceive, only perception. From treat, and entreat, we make treaty and entreaty, but retreat and defeat, are used as nouns, without change of form. From the noun harmony, we have the verb harmonize; from colony, colonize; from agony, agonize; from scrutiny, scrutinize; from sympathy, sympathize; but no corresponding verbs are formed from irony, destiny, symphony, mutiny and felony. From the adjectives familiar and particular, we have familiarize and particularize; but regular and similar, do not give regularize and similarize. From fly, we have flight; from rely, reliance; from apply, application; from deny, denial; from reply, and supply, nouns of the same form. From moderate, we make moderation; from obstinate, obstinacy; from precipitate, precipitancy and precipitation; from accurate, accurateness

and accuracy. From vision, we have visionary; from nation, national; from relation, relative.

Many actions which are radically the same, have different names, according to circumstances. We receive a compliment, and take offence. We eat food, drink water, and *take* medicine. We guide a traveler, steer a vessel, and drive a horse. Roads are made, paper manufactured, engines constructed; a house is built, a ditch dug, a canal excavated, and a mine sunk.

We have pursued these illustrations far enough to show some of the difficulties which the structure of our language presents to the Deaf Mute, who attempts to acquire it. It is hardly necessary to say, that without judicious arrangement on the part of the teacher, and an active memory, sharp discrimination and constant vigilance on the part of the pupil, little progress will be made in overcoming them.

The peculiar character of the vernacular of the Deaf Mute, is another serious obstacle to his progress in the work he has in hand. This vernacular, is a language of ideas, and not of words and sentences. As has already been remarked, when he has so far advanced in his education that he can attach names to most of his ideas, these words are not arranged in his mind in the order of written language. Instead of the subject coming first, and the action, quality and object following, the object first attracts his attention, then its qualities, and afterward the other circumstances connected with it. It is not for him, in the first instance, to set down and sketch rapidly with his pen, his thoughts as they spontaneously arise in his mind. He must consider closely the proper grammatical form, and unless great care is exercised, his sentences are constantly running in the order of his thoughts.

We occasionally have pupils who learn words readily and accurately, and yet cannot master the order which they should take to express thought. The efforts which such pupils make in the way of composition, are not a little curious and amusing. They easily fill a slate or sheet with words of every description, which are generally correctly spelled and punctuated. Sometimes you can obtain a clue to the idea which was in the mind, and sometimes even this is impossible. But to reduce such a mass into properly arranged English, requires no little ingenuity. The compound, if it consisted of single letters instead of words, would very much resemble what printers denominate '*pi*,' and require about as much labor to restore to order. It should be borne in mind, however, that in all efforts at composition, the pupil has a double labor to perform; first he must attach a right meaning to his words, or rather, give his ideas the right names, and then give his sentence the proper arrangement. Nor does either process become easy and spontaneous, till his education has considerably advanced.

If the Deaf Mute has such formidable obstacles to encounter, before the pressure of his misfortune can be lightened, and he in a measure restored to society, and if he must meet these obstacles under such disadvantages, two things may be fairly demanded for him: first, that he be placed under the charge of teachers competent to guide him through the mazes of his journey; and next, that ample time be allowed him to accomplish the work. With regard to each of these particulars we are happy to say, that proper views are beginning extensively to prevail among the patrons of our different Institutions. We do not propose at present to remark on these points, and only

wish to advert to the period, which up to this time, the Deaf and Dumb have usually been under instruction, that we may form some estimate of the results attained, as satisfactory or otherwise.

The Asylum at Hartford, the oldest Institution in the country, had graduated up to May 1851, the close of the thirty-fourth year of its existence, somewhat over one thousand pupils. The average time which these children were under instruction, was four years. We have no data for judging of the time spent in this manner by the graduates of other Institutions. The average time in New York may be somewhat higher than this, and it is our impression that, in the Ohio Institution, it will be found to be somewhat less. For some years past, a certain portion of pupils in several Institutions, have been retained six or seven years, and a much larger class, perhaps nearly all, for five years.

The degree of proficiency which at the time of graduating, these children have attained in the use of language, has of course varied with the capacity of each, and the period of instruction. There is a class, though it is comparatively a small one, who from age, dullness of intellect, or other causes, have but little knowledge of connected language. They have usually a vocabulary more or less extended, so that they are familiar with the names of common objects; they generally understand, even when they cannot write, very simple questions, respecting their names, age, health, residence, etc., and also the purport of very simple language addressed to them; and more than all, their minds are well enlightened on religious subjects, and on subjects commonly known by persons of their age and capacity. This class are probably as much benefitted, in

proportion to their capacity and the time they remain under instruction, as any other who enjoy the privileges of our Institutions.

Another classification perhaps should be made, of those who, in some instances from want of ability, and in others from want of application, have hardly reached the line of respectable scholarship. The letters and compositions of these children, though they abound with all sorts of violations of grammar, are yet intelligible. The meaning they wish to express is easily seen, and they can communicate with their friends by writing with rapidity and ease. We cannot forbear the inquiry, how many of the children in the common schools of the country, as they have till within a few years been conducted, have risen above the mark here indicated?

Another class have acquired what may fairly be termed a good common education. In their knowledge of arithmetic, geography, history, etc., they will compare well with their companions who can hear and speak. They have sufficient education to fit them well for the ordinary duties of life. Though they may not use language with entire correctness, and the peculiar idioms of the Deaf and Dumb will be occasionally breaking out, their education restores them to social intercourse with their friends and to the easy use of newspapers and of books written in a plain style.

The last class that we mention, have acquired a free, correct, and sometimes an elegant use of language. In their knowledge of the higher branches of an English education, very few can excel them, and in their ready command of this knowledge, very few whose education has proceeded no further than theirs can compete with them. They are fully

prepared, as far as mental culture is concerned, to take their place with ease and credit in the intelligent and polished circles of their country.

The compositions appended to the annual reports of most of our Institutions, are fair specimens of the degree to which Deaf Mutes acquire the use of language. These pieces are professedly the original, unaided efforts of the pupils, and prefixed to each is usually the age of the writer, and the period he has been under instruction. The writers of these articles are usually the best scholars in their respective classes, but making all proper allowance for this, these productions are usually, in respect to thought, style and orthography, exceedingly honorable to their authors. We commend these specimens to the attention of intelligent persons who would see to what extent our Deaf Mutes actually overcome the difficulties upon which we have been remarking.

We entertain no Utopian ideas with regard to the end to be aimed at in the education of the Deaf Mute. We do not expect to fit him, in ordinary cases, for the life of a philosopher, a poet, or a statesman. Our great desire is, that education may bring him out of his native darkness and gloom, may instruct him in his relations to God and to his fellow-men, and make him an honorable and useful member of the social circle in which he moves. Instead of being a helpless and useless appendage to society, and dependent for the supply of his daily wants on the kindness of his friends, or on the cold charities of the world, we wish to see him an intelligent and productive member of the community of which he forms a part, prepared to enjoy its privileges and to share its burdens. If opportunity presents for him to rise above the condition in

which he was born, no iron heel of caste, or of ignorance should press him down, but the field should be as open to him for the full exercise of his energies, as to his more fortunate companions. But that he may have any chance, either for usefulness or happiness upon the arena of life, a good education is the least that can be done for him; and to secure this end, sufficient time should be allowed, and every requisite facility should be cheerfully furnished.

Mr. BROWN said he had listened with unabated interest to the paper that had just been read, and he trusted it would meet with a unanimous approval. It had presented very concisely, and in their numerous bearings, the difficulties to be encountered in our profession. These difficulties all have experienced. Each teacher feels it to be his duty to smooth the path of the Mute over them as much as possible. What direction discovery would next take in surmounting some almost insurmountable obstacles, he was unable at present to point out, but he felt as certain as that he stood here, that we are yet standing on the threshold of Deaf-Mute instruction, and that in time, we should look back, rejoicing in the influences which we now enjoy, but rejoicing more in what is to come, as being far superior.

Mr. COOKE commented on the anomalous character of the English language, as particularly exhibited when we try to teach it to the Deaf and Dumb. He advocated the rejection of grammatical rules in the earlier stages of instruction. We do not teach the language to any child

who can hear and speak, according to any fixed rule, but as he needs it for his use. He suggested that possibly this was the way to obviate some of the difficulties alluded to. Heretofore, in his judgment, we had taught language too much as a science, and not enough as a practical means of meeting the necessities of Deaf Mutes.

Dr. PEET said, that in common with other members of the Convention, he had listened to the paper with great interest. He commended the industry of the author in collecting so many instances of the anomalies of language. It was almost a paper on statistics. Dr. P. proceeded to adduce from the illustrations based on the grammatical forms of language, the difficulty of imparting an understanding of which to the Deaf Mute, could not be fully appreciated until they are attempted to be taught.

He remarked that the diversity of structure between a language of gestures and a language of words, was one of the greatest difficulties in the instruction of the Deaf and Dumb. In this point of view every language has difficulties peculiar to itself, and the English language, from the comparative fewness of its inflections, and the greater simplicity of its construction, has perhaps, fewer difficulties than most others. Still, a very brief investigation will satisfy us, that they are sufficiently formidable, and afford full room for the exercise of all the skill, and patience, and perseverance, of the instructor.

The irregular inflections of nouns and verbs, in which respect our language is less burdensome to the memory than most others, is one of the least of those difficulties. The copiousness of the language, abounding in words radically different to express the same, or slight modifications of the same idea; as *help* and *assist*, *foretell* and *predict*,

draw and *attract*, *loving* and *amorous*, etc., gives to such words nicer shades of difference. But it is the syntax of speech that embraces the most formidable difficulties. The speaker said he would mention a few of these as specimens of many more.

Almost at the outset of the course, we meet with a serious difficulty in the use of the articles. These two words have nothing corresponding in the language of signs, and are used, in speech, with a capriciousness that sets general rules at naught. A boy eats *bread* and he eats *a* loaf. A man goes to *town* and he goes to *the* city. A man goes to *a* tavern, drinks *rum* and falls in *the* road. In these and in innumerable other cases, the Deaf Mute is sorely perplexed which article to use, or whether to omit both. We aid him by a classification of words and phrases of like construction, but only long practice can enable him to master all the irregularities in the use of these two particles.

The moods and tenses of verbs present difficulties which are neither few in number, nor of small magnitude. Every one who has studied a foreign language, must be aware how difficult it is to seize distinctions in the moods and tenses to which there is nothing corresponding in our own tongue. There are commonly reckoned, in English, six tenses, but the forms of the verb which, in the instruction of the Deaf and Dumb, must be practically treated as tenses, amount to twelve or fifteen. As the Deaf Mute is accustomed to make no corresponding distinctions in his own language, you will readily perceive that it requires years to develop and inculcate practically, the conjugation of the verb.

One more example may suffice. The use of the abstract noun, so common in speech, is difficult for the Deaf and Dumb, not so much that this class of words represent ideas difficult of comprehension, as because these nouns change, in a peculiar manner, the signification of other words joined to them, thus forming innumerable idiomatic phrases. The Deaf Mute who readily comprehends the phrase, "The bird *flew into* a wood," will be sorely puzzled by the phrase, "The man *flew into* a passion." Similar to this are the phrases, *fall into* love, *fall under* suspicion, *give battle to*, *put in* fear, *take* pleasure *in*, *find* fault *with* and so on, almost *ad infinitum*. It is evident that here a previous knowledge of the meaning of the verb and preposition, in other connections, can give little or no assistance; and when to the multitude of such phrases, which must be separately explained and separately committed to memory, we add the capricious form of the abstract noun itself, derived from verbs and adjectives, in at least twenty different ways, it should no longer surprise us, that it requires so many years of assiduous labor for Deaf Mutes fully to master these intricacies of language.

Mr. I. L. PEET thought that no one could have listened to these discussions without feeling a sense of the dignity and beauty of the work which occupies our efforts. The paper just read had presented, clearly and fully, the difficulties under which instructors of the Deaf and Dumb labor. He conceived that the great difficulty in the profession was the want of time. No method that could be devised, was, in his opinion, to be a panacea for all the difficulties under which the teacher labors. Teachers should study these difficulties and systematize them. It is a desideratum that there should be a graduation of all

the difficulties of the English language. The work has already been begun, but we want additional books of instruction, not methodical signs, not natural signs, alone.

Mr. BROWN announced a paper by Mr. RAE as the first in order for the afternoon session.

The PRESIDENT read the following:

COLUMBUS, Ohio, August 11, 1853.

The members of the Convention of teachers and friends of the Deaf and Dumb are invited to visit the Ohio Penitentiary, at a time convenient to themselves.

A. G. DIMMOCK, *Warden*.

The invitation was accepted.

The Convention then took a recess until half-past two o'clock, P. M.

AFTERNOON SESSION.

THE Convention re-assembled at half past two o'clock; when the ceremony of the presentation of a testimonial to HORATIO N. HUBBELL, Esq., former Superintendent of the Ohio Asylum for the Deaf and Dumb, took place in accordance with a previous announcement.

The Plate consisted of an elegant Silver Pitcher and two Goblets. The Pitcher bore the following Inscription:

A TOKEN OF GRATITUDE AND RESPECT, PRESENTED TO
HORATIO N. HUBBELL, Esq.,
BY THE DEAF AND DUMB OF OHIO.
FOR NEARLY A QUARTER OF A CENTURY THEY FOUND IN HIM
AN ABLE INSTRUCTOR, A WISE COUNSELLOR, AND
A FAITHFUL FRIEND.

The Goblets contained the following Inscription:
PRESENTED TO HORATIO N. HUBBELL, ESQ., BY THE DEAF AND DUMB
OF OHIO.

The whole arrangement had been perfected and consummated by the energetic agency of Messrs. DANFORTH E. BALL, WILLIAM WILLARD, and PLUMB M. PARK, Committee, and the whole affair, so creditable to them and their fellow contributors, about one hundred in number, as well as to Mr. HUBBELL, passed off most happily, and will long be remembered by all present.

The proceedings were in the sign language, and were interpreted by Mr. STONE, who read the following address and response, which had been previously reduced to writing.

The Presentation Address was delivered by Mr. JAMES S. LATTIN, teacher in the Indiana Deaf and Dumb Asylum, and formerly pupil in the Ohio Asylum, as follows:

MR. HORATIO N. HUBBELL: On behalf of ourselves, and your other former pupils, and co-laborers, please accept these two silver goblets and pitcher.

We present them to you, as the *motto* engraved on them testifies, as an honorary token of our esteem for your pioneer and successful labors in behalf of the education of the Deaf and Dumb in the West.

Permit us also to remind you that, although you are not now connected with the Ohio Deaf and Dumb Asylum, your past labors and the long course of years you presided over this benevolent and useful Institution with persevering industry and paternal care, will always be gratefully and affectionately remembered.

Mr. HUBBELL responded as follows:

MY FRIENDS AND FORMER PUPILS: It affords me much pleasure to meet you here to day—some of you after an absence of many years. My emotions on this occasion can but be very similar to those of a father welcoming home to the old family hearth children who have been widely dispersed, and each recounts the incidents of his private history during intervening years, his trials and his success; but among the varied emotions of my own mind at again meeting you, gladness and joy greatly predominate, knowing that whatever has transpired with regard to individuals of your number, which might tend to cast a shade of sadness on this occasion, can have been but a part of the arrangements of Divine Providence, ordered in infinite wisdom and benevolence.

There are, of course, some personal reminiscences in my own mind with regard to each of you, commencing at the time when your beloved parents and friends (many of them now no more) brought you to the Asylum, many of you in early childhood, and committed you to my care, for an education in every sense of the word, embracing physical

training, mental cultivation, and religious instruction; all of which was to qualify you for the active duties and responsibilities of life, and most vividly are many of those scenes impressed on the tablets of my memory, as it were, daguerreotyped with all the attending circumstances, and so deeply as to become a part of my own spiritual nature; and although it is nearly a quarter of a century since some of these scenes occurred, the impressions remain undiminished by time; and in mentally reverting to them, as your countenances recall them, they revive, and appear again as actually passing.

With what success your efforts to obtain an education were crowned, an attainment so difficult in the peculiar Providence of God, time as it has rolled away, during past years, and has tried you in the various relations of life, testing your capabilities, brings a good report of your competency for taking part in the varied employments of human existence, and the positions which you occupy, for character and respectability in the communities where you reside, affords me the sincerest pleasure, demonstrating that the labors of myself and my associates in communicating instruction, and your own personal efforts, have not been in vain.

The number of pupils who had entered the Asylum, and who had enjoyed its advantages for a longer or a shorter period, up to the time of my resignation, two years ago, was four hundred and sixty-two. These are widely scattered over this and neighboring States. Few, comparatively, can be with us on this interesting occasion; and quite a number, in the language of Scripture, "are not." I hold in my hand the catalogue of the dead, containing thirty-nine names; and there are doubtless others, the

intelligence of whose death has not reached us. One of your former associates has been killed by a tree falling on him; one has been killed by a rail-car; four have been drowned; one has become blind; several insane; one blind and insane; and one, a traveler, was buried by strangers in a strange land, many thousand miles distant.

Fifty-one have also entered into the marriage relation, and with them that connection seems to have been attended with as much happiness as falls to the lot of humanity in general; and in no instance has the misfortune of deafness been perpetuated in children. May the storms of life beat but slightly on them and theirs in their pathway through this world, always remembering that the infirmities which have marked them as unfortunates in this life, cannot follow them in the life to come.

The occasion of your assembling here to day, and at the special invitation of the Board of Trustees, for the purpose of exchanging mutual congratulations, and reviving old friendship and acquaintances, is one of absorbing interest, on various accounts; and allow me particularly to express my thanks to you for your kind remembrance of me, for your beautiful and valuable present, and which shall be preserved in future years, not only as a memento of the occasion, but prized as a token of your regard. Very elegant is it as a piece of workmanship, and not only elegant, but will be very useful in the good times coming, in the days of the Maine Law, which we will soon have, in spite of all opposition, and very appropriate to contain the only beverage God ever made for his creatures of all orders upon the earth, and which, among the other works of his hands, was by himself pronounced "very good."

Allow me also to express my grateful acknowledgments to you, my former fellow laborers in the good work of Deaf and Dumb education, for your presence on this occasion, and for the interest you have manifested in the objects which have brought us together. We may be allowed, I trust, to indulge a feeling of gratification, at the verdict which time and public opinion have passed on our united efforts.

It is needless to say that nearly useless would have been my best individual exertions, however well intended and persevered in, had they not been seconded and sustained by your efficient aid, acting under the judicious supervision of the Board of Trustees, and supported by the benevolence and philanthropy of the State of Ohio. I cannot, without pride and satisfaction, look upon the results of your own labors, whether you remain at the Ohio Asylum, sustaining by your efforts, my successor, in his laborious duties, or to go forth as some of you have done, to other States, to found or conduct other Institutions, devoted to the education of the Deaf and Dumb; and long may they enjoy the benefits of your labors.

Allow me again to express my thanks to you all, for your attendance on this occasion, and may kind Providence go with you to your homes.

At the conclusion of these ceremonies, the Convention was called to order, and resumed business.

The debate on Mr. STONE's paper was continued.

Mr. PORTER remarked that he was fully convinced of the importance of a systematic procedure in giving a knowledge of language to the Deaf and Dumb. By this he meant that a proper method and order should be pur-

sued, based upon a scientific knowledge of the structure of language existing in the mind of the teacher, rather than that principles should be taught as such, distinctly and formally to the pupils. Much has been said of the advantage of what is called nature's method of teaching hearing children their mother tongue. But he believed that this had even in their case, its disadvantages, and that some degree of order and system, if employed, will enable them even to get a better knowledge of language and more quickly, than if left to unassisted nature. Much more is such aid needed for the Deaf and Dumb, deprived as they are, of the opportunity of learning language by the ordinary intercourse of life, and having to labor with the slow and cumbersome vehicles of writing and the manual alphabet. For example: it is important that the pupil should as early as possible, get an understanding of the meaning of some of the more common and easy of that class of words which we call transitive verbs, and of their use as preceded and followed by the name of some being or thing. Take the word *have*, for instance. Let its use first be learned, in reference to articles of property; then to objects standing in other relations, as *father, brother*, etc.; then to parts of a whole, as *feet, arms, head, ear, eye, leaves, branches, trunk*, etc. After this, not before, may come its use with the abstract noun, as, to have *knowledge, wisdom, strength*, etc. Were these last to be introduced before the proper time, they would confuse and puzzle, and retard or prevent the acquisition of the meaning of the simple word *have*. At the same time, supposing the pupil to have previously learned to use the words *know, wise, strong*, he is prepared to understand the distinction between these words and the abstract nouns, as we call them, *knowledge, wisdom, strength*;

perceiving, as he may now do, that the latter, unlike the former, are used with the word *have*, just as if they were the names of distinct objects. The manifold uses of the prepositions with abstract nouns, would make similar and even greater difficulties, in the absence of systematic order.

Mr. PORTER also proceeded to remark upon the importance of qualifying the pupil to use and understand definitions, and to gain the meaning of words through verbal explanations, and from their use in connected discourse. Were this done, they would not, when they leave the Institution, be as they are when they have been carried through buoyed up all the way by the aid of signs, "Like little boys that swim on bladders," but would be capable of making further progress. In order, however, to accomplish this, it must be kept in view as an end, through the previous course of training, almost from the very beginning. The teacher must prepare his pupils for the understanding of certain modes of definition and explanation, before he comes to employ them as an aid. He must make his own definitions, adapted to the comprehension of his pupils. Text-books should also be furnished, with explanatory keys appended, prepared according to this idea.

Mr. TURNER commended the paper that had been read, and added some remarks concerning the indifference of pupils. There was, frequently, great difficulty in making the pupils study. This obstacle is greater than any and all that we have to contend with. Young pupils do not study; those, particularly, in the early part of their course. Mr. T. alluded to the arduous labors of teachers in this, and other parts of Deaf-Mute instruction. We must, nevertheless, go forward, he added, and we must work.

Dr. PEET, in reference to the labors of teachers, narrated facts in regard to the Institution for the Deaf and Dumb in Ghent, where there are seventy pupils, under the care of the Brothers of Christian Charity, a religious organization. These Brothers devote to the pupils their whole time. They are scarcely seen out of the Institution. They labor in season and out of season, and are specimens of rare devotion, such as Dr. P. never saw or heard of before. For all this, they get nothing but their food and clothing. The speaker would not advise that we should go so far as this. In American Institutions it would neither be advisable nor necessary. He sympathized with the gentleman who had last spoken. He believed there was a great want of application, and that this was a chief difficulty to be overcome. He advocated greater attention on the part of teachers performing the duties of supervision.

Mr. STONE observed that his paper was not intended to show that the obstacles to the elevation of the Deaf and Dumb were insurmountable. But he wished to impress upon the minds of teachers that their task was one of no ordinary kind and demanded great exertions.

Mr. AYRES remarked that he was born in a hilly country, but in coming to the West, he found they had vast plains, and he had heard of a famous reaper, of which they were a little proud, that saved the sweat and toil so long given to the gathering in of the grain. It was a fine invention. Grain was a great thing and must be had by the sickle, if necessary, but if the reaper would do the work, he should go in for that. And so in the case of the instruction of the Deaf and Dumb, in all the old and proved systems, he would willingly toil and sweat as the gentleman before him

had said was so necessary, but if Mr. McCORMICK came, he would not be afraid to look at his reaper for fear he would have to hang up his old-fashioned sickle.

Mr. BROWN differed totally from the gentleman who had preceded him, in regard to the degree of application exercised by young Deaf-Mute children. He had never had any difficulty in getting them to study faithfully. He called upon the acting Principal of the Hartford Institution to say whether he had observed any difference between the application of speaking children in our common schools and Deaf Mutes.

Mr. TURNER replied to this inquiry, that in the school-room he had nothing to complain of. In the evening studies, however, he had experienced great trouble. The pupils would not give their minds to study, and were dilatory in committing to memory the lessons assigned them. It was not unfrequently necessary to have recourse to the rod.

Mr. BROWN said, that in his opinion, this was the worst heresy that had yet been broached. He had not only had no trouble in this way, but had had no whipping to do. If a pupil could not get along without floggings, he desired to have nothing to do with him.

Mr. JENKINS narrated the case of a lad under his charge, whom he was compelled to flog once in every three months. That amount of discipline he found necessary, but when inflicted, it sufficed until another three months had passed, and in the meantime he would not ask for a better scholar. He was, in fact, his favorite pupil.

Mr. RAE begged that the "flogging question" might not be introduced into the Convention, of which he was sorry to see some danger. He would merely remark, in refer-

ence to the practice of the gentleman from Ohio, who was accustomed to flog a favorite pupil once every three months, that if the boy were *his* son, he should feel it to be his duty, as protector of the child and avenger of his wrongs, to flog the teacher just as often as the teacher flogged the pupil.

Some further debate ensued, and the subject was then dropped.

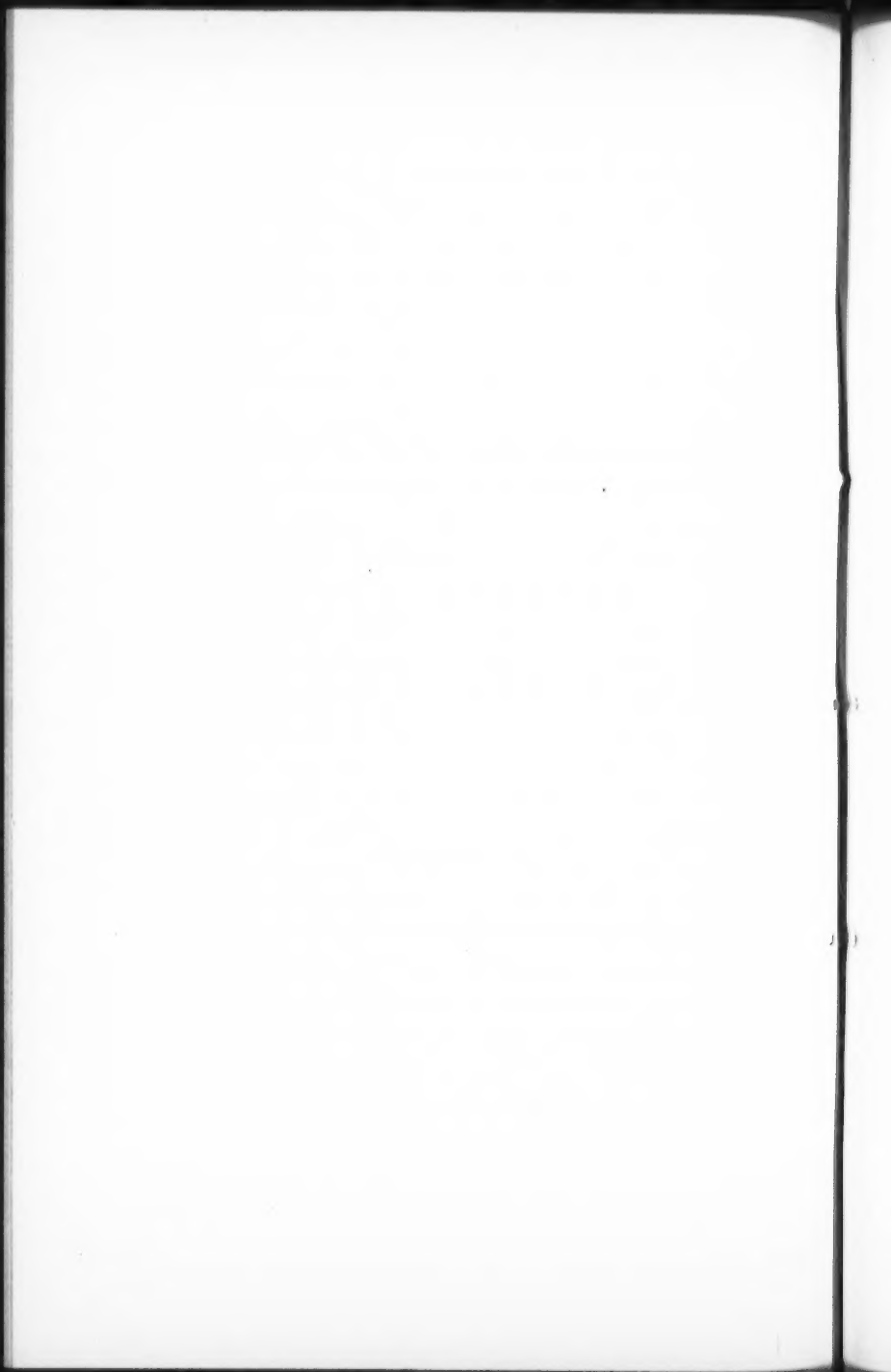
The reading of papers was resumed.

In accordance with the recommendation of the Business Committee,

Mr. RAE read his paper on the "Philosophical Basis of Language," as follows:

THE
PHILOSOPHICAL
BASIS OF LANGUAGE.

BY LUZERNE RAE.



THE PHILOSOPHICAL BASIS OF LANGUAGE.

BY LUZERNE RAE.

THE instruction of the Deaf and Dumb, although a mystery and almost a miracle in the estimation of the ignorant, is nevertheless grounded upon the same principles and conducted by the same methods, as those in which oral language is originally taught to all who hear. The child who has every sense in perfection, learns to *speak* the names of the objects around him, by means precisely similar to those employed in teaching the Deaf and Dumb child to *write* the names of the same objects. And this is true, not only of outward and sensible things, but equally so of thought and emotion in all their forms and to the utmost limit, even up to the highest facts and laws of intellectual and moral science. An assertion so bold and unqualified as this may excite some surprise; but I hope to convince you before I close that it is not all falsehood or foolish fancy.

Among the many marvels of human life which by common and constant acquaintance have lost their wonder, the *possibility of language* is certainly not the least. This world is full of individual minds, inhabiting material bodies. Each mind is crowded with thoughts and feelings, (the spiritual children of the spirit,) and these are not limited by their material boundaries, but are constantly going forth beyond them; acting, reacting, interacting and counter-acting; through neighborhoods, through communities,

through nations, through the world. Sometimes a single thought, born in the solitude of a single mind, flashes out its electric fire; reproducing itself with miraculous rapidity, and molding, assimilating and subduing

"The minds of millions till they move as one."

But individual spirits cannot act *directly* upon each other. There is a great gulf fixed between them which can never be passed, except over those bridges that the senses build. The feeling that burns and glows in one soul cannot kindle a similar fire in the souls of others, by its own purely spiritual power. It must forever remain solitary and without effect, until it is clothed upon by that audible, visible, or in some other way sensible body which we call Language. The loftiest truths of the intellect, the strongest emotions of the heart, are all perfectly powerless until they take such form and embodiment as shall enable them to pass through the senses; and this sensible form, this body of thought, is Language.

The difficulty is to comprehend the *nature* of this correspondency which I have suggested; this dualism of mind and matter, by which the last becomes the sole interpreter of the other. Why, for example, should a straight line, whether traced on the earth or gestured in the air, be uniformly taken as the visible exponent of moral rectitude; while a crooked line, with equal uniformity, is made to represent the opposite? The distinction is not arbitrary. It evidently has its ground and origin, *in rerum natura*. Why should one particular position of the facial muscles suggest, without the possibility of mistake, one particular passion of the soul, and one only, among the almost infinite forms and varieties of human feeling? We

can discover no reason for this. We can only say that so it *is*; that we have reached here one of the fundamental facts of nature; not to be proved and explained, but intuitively perceived and acknowledged.

The term Language, in its widest sense, includes all signs or symbols, which serve as the means of communication between different individual minds. We have commonly employed the phrase *Language of Signs*, to designate the particular kind of signs which are used in the instruction of the Deaf and Dumb; but strictly speaking, all language is composed of signs. Words, whether written or spoken, are as much the signs of thought as are the expressions of the countenance or the motions of the limbs. In truth, therefore, we ought not to name our common method of intercourse with the Deaf and Dumb the *Language of Signs*, but rather the *Language of Gestures*; because the last term has a distinctive meaning, which the first has not.

There is another misuse of terms related to this subject to which I will briefly allude. It is common to speak of *conveying* information from one mind to another; of *communicating* truth; of *imparting* knowledge; as if thoughts and ideas could be taken up and transported from mind to mind, as a material object is carried from place to place. This is all wrong, if literally understood. There is no power in language to *convey* thought. All that any human soul will ever know or feel through the whole length of its existence, is already *in it* (potentially) at the very first hour of its being. Language does nothing for such a soul but simply to suggest. It awakens the personal consciousness of the man and makes him distinctly aware of that which before was latent. Words are only signs, and

unless the things signified by them are already in the mind of the one to whom they are spoken, they are, to him, utterly without meaning. You may repeat to me the word *love*, a thousand times; you may express it in all possible appropriate action; but if I have not now, and have never had, any feeling of love in my own breast, your words and actions are all to me as nothing. To educate a man, therefore, even as the word itself etymologically teaches, is not to put things into his mind, but rather to *draw out* into consciousness what is already there. The *cultivation* of the intellect is plainly impossible, unless the seeds, the germs of knowledge, have been divinely planted in the mental soil.

Words, I have said, are signs. Let me add now that they are arbitrary signs; having no significance whatever, in themselves alone. This is entirely true of written words, and the exceptions among words as spoken are of no great practical import. There is, indeed, a small class of words whose sound and sense are intimately married; a fact of which happy advantage is often taken by the skillful poet and orator. From the famous line of VIRGIL, the admiration of school boys, "*Quadrupedante*," etc., to POE'S wonderful poem of "The Bells," literature abounds with illustrations of this truth. There are some words which carry a part, at least, of their meaning in their sound. Take the word *thunder*, for example. Follow it through various languages: the English, the Latin, the French, the German, and others; and no very warm imagination is needed to hear the discharge of "heaven's artillery" echoed in the sound of the words which name it. And yet, as I said before, this similarity of sound and sense is of little practical value. Spoken words are still, to all

intents and purposes no better than arbitrary signs. A foreigner might discourse most eloquently in his own language to a man totally ignorant of it; but the hearer, however intelligent, would doubtless glean no more than an infinitesimal fraction of his meaning from the mere sound of the words which he uttered.

But if words are only arbitrary signs, having no inherent significance, whence do they derive the tremendous power which they possess and exercise? Where shall we look for their interpreters? The answer to these questions carries us at once upon familiar ground. We are among our old acquaintances, natural signs, and these we begin to perceive, are the only possible interpreters of words. The best philologists tell us that all words were originally figurative; although with many of them the figure is now lost from common knowledge. That exact correspondency between mind and matter to which I have already alluded, and from which is derived the very possibility of language, appears again at this point of our progress. Every word we use, however abstract or subtle may be the meaning which it now suggests, was originally taken from some form or fact in the external, sensible world. Even the word *spirit*, itself, in all the early languages, means primarily nothing but wind, or breath. Thus in the first chapter of Genesis, where it is written, "The spirit of God moved upon the face of the waters," every Hebrew scholar knows that the real representation is simply this: God breathing upon the deep and waking its waves into motion. And just so it manifestly is with many words which, as now commonly used, are removed the farthest from all material meaning. Uprightness is perpendicularity; rectitude is

straightforwardness; obligation is binding force; and even morals are nothing but manners. The whole system of natural signs, as we employ them in the instruction of the Deaf and Dumb, is based upon this single principle. Let me now endeavor to set forth the truth asserted, in the plainest possible manner.

You speak or write to me a certain word. This word is an arbitrary sign; of course its simple sight or sound signifies nothing to me. In what way, then, does that one word suggest to my mind the thought, the feeling or the image which it represents to your own? (I am speaking now, let it be understood, of what are called abstract terms.) The process is as follows: The word in question, like all other words, is a figure of speech. As such it corresponds with and suggests some natural sign, addressed to the senses. This natural sign suggests, in its turn, the particular thought or feeling which it is adapted to express, which was in your mind when you spoke to me, and which is now in mine also. *How* it does this, as I said before, we cannot tell. It is one of the ultimate facts of nature.

As thus: you pronounce to me, for example, the word *aversion*. I can get no hint at all in regard to your meaning, until you add the natural sign of the word, which is, the turning away from an object with an expression of dislike upon the countenance. As soon as this is done, however, it is all perfectly plain. I become immediately conscious of your feeling; having often had the same myself, and expressed it in a similar way.

This then is the order. First, the word; next, the appropriate natural sign; and last, the corresponding mental state suggested thereby. And so, by the aid of the senses, we have bridged the gulf which separates souls,

and brought them into mutual communication. There is no other method than this of giving the first lessons in the use of words. No matter whether the pupil is Deaf and Dumb or otherwise; precisely the same course must be taken in either case. I remember a paragraph in BEBIAN'S *Eloge Historique de CHARLES-MICHEL DE L' EPEE*, which bears directly upon the point before us. He writes:

"When the mother holds her infant in her arms and teaches it to pronounce the earliest words it can articulate, which are always the names of the objects of its love, the word first spoken, *papa*, for example, by its simple sound excites no idea whatever in the mind of the child. But if, when pronouncing it, the mother stretches out her arm and points to the father, the name is immediately applied, and forever remembered. The gesture interprets the word, which thenceforth united with the idea, becomes its common and recognized sign. And when the mother says to her babe, *Mama loves you*, her countenance beaming with smiles, and her sweet kisses carry the meaning of her words to the heart of her little one, whose caressing arms assure her that she is understood, and that her child renders her love for love."

This beautiful reference to the earliest words of infancy may appropriately introduce the comparison which I wish now to make, with more particularity, between the hearing child, learning words from the lips of its mother, and the Deaf and Dumb child, entering as a pupil into one of the Institutions for his benefit. I have said that substantially the same method of instruction is employed in both cases; and the truth of this I must now endeavor to show.

The names of visible objects are first, of course, to be taught, and this is accomplished with little difficulty. We

have only to designate some particular thing within the range of vision, and when the attention of the pupil is occupied by it, speak or write its name. After a few repetitions the word becomes fixed in the memory as the representative of the object, recalling its image whenever heard or seen. There is one point of difference between the methods employed with hearing children and with those who are Deaf and Dumb. With the first, the spoken word remains as the single sign of the object; but with the other, a certain descriptive sign is fixed upon as the common representative of that object, while the written word is rarely used. Whether or not this is wisely done, I will not now undertake to decide. Probably something could be said on both sides of the question, but one disadvantage certainly is, that the written word, not being called into frequent use, is very apt to slip out of the memory.

The names of visible objects having been taught in the way I have mentioned, the qualities of those objects, in respect to color, size, density, weight, etc., are also taught in the same way; that is, by actual observation. Words denoting action are the next in natural order. Such actions as eating, walking, riding, reading, and a multitude of others, can all be represented to the pupil, so that there shall be no danger of mistake whatever; and we continue to see how the method employed must be precisely the same with the child that can hear and the child that cannot.

When we come to words denoting passion and emotion we ascend one step higher, and stand upon somewhat different ground. We cannot see a feeling with our bodily eyes, as we can a material object or a personal act; but as I have abundantly said already, every emotion of the mind

has its corresponding natural sign, or sensible expression, to serve as its interpreter.

The mother represents her affection for her child in her loving countenance and with her clasping arms. Is there any danger that the child will mistake the feeling? Not the least. And just so the teacher of the Deaf and Dumb must present to his pupil the looks and gestures of love; and although it is only the mask of the feeling which he puts on, he may be equally sure of making himself understood. The same is true of all other emotions. They picture themselves upon the countenance and reveal themselves in natural pantomime, and there is no possibility of confounding one with another. We have only to designate each, as it arises, by some written or spoken word, and that word becomes evermore the suggestive sign of the emotion itself.

There is a still higher class of words, more abstract, and therefore more difficult; those, namely, which relate to moral and intellectual truth. I have already attempted to show how these words acquire their significance; and although I wish to make my somewhat obscure subject intelligible to you, I have nevertheless no desire to be tedious. The full force of this class of words can only be received in proportion to the culture of the moral and intellectual faculties. There is a wider meaning than is commonly supposed in the Scripture doctrine that *spiritual* truths can only be *spiritually* discerned; and it may be doubted whether the mass of mankind ever rise above the material images of these truths, into the truths themselves. Beauty, power, goodness, and other similar terms, are not generally taken as representatives of pure *ideas*; but they

only suggest a limited number of the material forms, in which they are most commonly revealed.

I think I have made good the assertion with which I began, namely: that "the instruction of the Deaf and Dumb is grounded upon the same principles, and conducted by the same methods, as those in which oral language is *originally* taught to all who hear." Observe that I say "*originally*." I am not unaware that a divergence very soon begins, and widens as it advances, till at last there is almost no resemblance, at least to the superficial observer, between the methods employed with the two classes. With the hearing child, natural signs soon cease, in a great measure, to be employed; and the words which he has already acquired become the principal instruments of new acquisitions. This is not, as we all know, our practice with the Deaf and Dumb. Whether it would be possible, and if so, whether it would be desirable, all things considered, to make it our practice, I am not now prepared to say. But I *am* prepared to say, without any hesitation, that we might with advantage assimilate our method of teaching language to the Deaf and Dumb, closer than we now do, to that employed with hearing children. I am happy to perceive that some of the most eminent European teachers, such as CARTON and MOREL, are becoming sensible of this truth; a truth which led ITARD, when he founded his *Class of Perfection* at Paris, to insist that no signs of gesture whatever, should be used in the instruction of its members.

The French successors of SICARD, if you ask their real opinion, will whisper in your ear that this distinguished man, with all his merits, was very much of a charlatan; a judgment from which those will hardly dissent who believe,

as I do, that his system of "Methodical Signs" is a complete piece of charlatanry, from beginning to end. This may seem rough language, and it may grate harshly across the deliberate convictions (I will not add to my sin by saying *prejudices*) of some who hear me; but I have little doubt that the time will come, and at no distant day, when all our American schools for the Deaf and Dumb, will follow the wise example of the Paris Institution and that of most of the others in France, by entirely discarding methodical signs from their course of instruction.

Mr. VAN NOSTRAND expressed his satisfaction with the paper just read, and made some remarks in concurrence with the sentiments of its author.

Unfinished business was then taken up.

Mr. VAN NOSTRAND called up his resolution of the previous day, in regard to the appointment of a committee to consider and report the draft of a Constitution and By-Laws for the formation of an Association of the Instructors of the Deaf and Dumb and others.

The resolution was taken from the table.

Mr. VAN NOSTRAND hoped that gentlemen would express their opinions on the subject of the resolution. He considered that the formation of an Association of Teachers of Deaf Mutes and others interested in the education of the Deaf and Dumb, would be attended with many advantages. It would give a vital existence to the body; and the proceedings of these Conventions would derive greater

weight from the fact that they were the experience of a regularly organized Association. He trusted that the project would be freely and fairly discussed.

Mr. TURNER moved that the resolution be laid on the table temporarily, until members could have an opportunity of considering the matter thoroughly. He believed the subject was too important to be hastily disposed of; and gentlemen were scarcely agreed as to the necessity or propriety of taking such a step.

Dr. PEET also thought the question should be delayed for future consideration.

Mr. STONE supported the resolution. He deemed it proper that the Convention should have a permanent existence as an organized Association.

The resolution was finally laid on the table.

Mr. BROWN offered the following resolution:

Resolved, That the order of business may at any time be suspended by a vote of two-thirds of the members of the Convention.

On motion of Mr. COOKE,

The resolution was referred to the Business Committee.

On motion of Dr. PEET, it was

Resolved, That the thanks of the Convention be returned to the Warden of the Ohio State Penitentiary, for his polite invitation to visit the Institution under his charge, and that the same be accepted.

The PRESIDENT appointed Mr. TURNER to open the exercises of the next morning with an explanation of Scripture and prayer in the language of signs.

On motion of Dr. PEET,

The Convention then adjourned until Friday, at 9 A. M.

THIRD DAY.

FRIDAY, August 12.

The Convention was called to order at 9 o'clock; the PRESIDENT in the chair.

Rev. W. W. TURNER gave an exposition of Daniel xii, 4: "Many shall run to and fro, and knowledge shall be increased;" and offered a prayer, in the language of signs.

The minutes of the previous day were read and approved.

Mr. MORRIS was appointed Interpreter.

The PRESIDENT read the following communication, received by telegraph:

CLEVELAND, August 11.

Hon. JOHN W. ANDREWS,

President of the Deaf and Dumb Convention:

Delegates to the Convention who paid full fare over the Columbus and Cleveland Road, on their way to Columbus, will be passed free on their return, on producing a certificate of these facts from the Secretary of the Convention.

H. B. PAYNE,

Pres't Cleveland, Columbus and Cincinnati Railroad.

Mr. BROWN offered the following resolution:

Resolved, That it is desirable that the education of all Deaf Mutes should be without charge, no distinction of pay and State pupils being made.

Mr. BROWN, in supporting this resolution, said that the State of Indiana, in 1848, had led off alone in the passage of such a law as that contemplated in this resolution. Since that time not the slightest complaint had been made at the education of the Deaf Mutes of the State, free of charge. This fact had been recently referred to with satisfaction, by the Executive of the State, in one of his annual messages. Mr. B. trusted the day was not far distant when it may be said to all the Deaf Mute, Blind, or Lunatic, in the United States, "You may come up, relying on the care of the State, which will act toward you as a kind and nourishing mother."

Mr. STONE hoped the resolution would be adopted. It should and *would* be adopted in Ohio. We now make no distinctions in the Lunatic and Blind Asylums, and the same course will doubtless be taken in respect to the Institution for the Deaf and Dumb.

Mr. MORRIS indorsed the sentiments of the resolution. He had no doubt that such a proposition, if made in Tennessee, would be warmly received.

Mr. MACINTIRE followed in some remarks on the general subject.

Mr. KERR, of Missouri, suggested as a modification of the resolution, that it be recommended to the Legislatures of the West and South to adopt such a law as was contemplated by Mr. Brown's motion. He thought it desirable that the free education of Deaf Mutes should be made the law of each State.

Rev. Dr. HOGG, of Columbus, offered the following as an amendment to the resolution:

Resolved, That the Trustees of Institutions for the Deaf and Dumb in the United States, be respectfully requested to urge upon the several Legislatures, the adoption of legal provisions, to secure this end.

The resolution, as amended, was unanimously adopted.

Mr. BROWN, from the Business Committee, reported the following additional Rule, recommending its adoption, viz :

“The order of business may at any time be suspended by vote of two-thirds of the Convention present.”

The Rule was adopted.

Mr. BROWN also reported the following resolutions :

1. *Resolved*, That a General Committee, consisting of one individual from each Institution, be appointed by the Chair, to act as representative of this Convention when not in session.

2. *Resolved*, That the General Committee shall be empowered to continue its action though the Convention fail to meet on its regular adjournments.

The resolutions were adopted.

Mr. BROWN also reported the following :

1. *Resolved*, That in the opinion of this Convention, the mere multiplying of Institutions for the Deaf and Dumb, does not necessarily promote the best interests of this unfortunate class ; and that we can not recommend the establishment of a new Institution, where from the State in which the same is to be located, and those adjoining the same, a number of pupils sufficient for the organization of an Institution of considerable size may not be expected.

2. *Resolved*, That it is recommended to contiguous States having a small number of Deaf Mutes, to unite in the support of a common Institution.

Mr. COOKE opposed the resolutions, on the ground that it would cramp the energies of the friends of the Deaf and Dumb were such action to be recommended.

Mr. JAMESON, of Indiana, thought the instruction of Deaf Mutes should partake of the nature, and be part and parcel of our great systems of State education.

Dr. PEET, considering that perhaps the subject was not sufficiently matured, suggested that it be laid upon the table.

Mr. BROWN supported the resolutions. He had not offered them with a view to excite discussion. He referred to a resolution adopted at the Hartford meeting, recommending the establishment of Institutions in the Western and Southern States; when there was not a State at that time, having a population as large as that of Massachusetts, that did not have a new Institution, and, as in the case of Kentucky, as large as a number of the Institutions represented here by some of these Delegates. He had drawn up a resolution in relation to this subject at the New York Convention, which was carefully considered and was carried. In Indiana, he added, all we ask is given. He believed that each section of the country should have its full and appropriate credit, and was convinced that there was no more need of new Institutions in the Southwest than there was in New England.

Dr. PEET said there was no design of reflecting upon the South or Southwest, but he renewed his motion to lay the resolutions on the table.

Mr. COOKE explained the action of the Convention at Hartford.

Mr. STONE trusted the resolutions would be discussed in an amicable spirit. He suggested that they be referred back to the Business Committee.

Mr. JENKINS, of Columbus, seconded the resolutions. He said he did not live in the West, but midway between the West and the East. He considered that it made little difference by which section of the country new Institutions were established. The work of establishing Institutions in the West, by whomsoever done, was a missionary work. He added some remarks concerning the Ohio Institution.

Mr. I. L. PEET hoped, as the matter was up for action now, that the Convention would vote directly upon it. The Business Committee had already considered it, and it was needless to refer it back to them.

Mr. VAN NOSTRAND called for the reading of the resolutions.

The resolutions were accordingly again read.

Mr. STONE called for the question.

The question was then taken on the resolutions and they were adopted.

Mr. BROWN, from the Business Committee, reported the title of a paper on the "Use of Grammatical Symbols in the Instruction of the Deaf and Dumb," by Mr. I. L. PEET.

Mr. TURNER, from the Executive Committee, made the following report:

The Executive Committee, having in charge the periodical published by the Convention, entitled the "American Annals for the Deaf and Dumb," beg leave to report that the volume for the year just closed, has been printed by MESSRS. CASE, TIFFANY & Co., of Hartford, in a manner to give them entire satisfaction. An edition of 750 copies has been issued and distributed, as follows:

220	copies	to	the	New	York	Institution.
200	"	"	"	American	Asylum.	
120	"	"	"	Indiana	Institution.	
90	"	"	"	Illinois	"	
60	"	"	"	Ohio	"	
30	"	"	"	Virginia	"	
20	"	"	"	Pennsylvania	"	
10	"	"	"	S. Carolina	"	

750

The Ohio Institution has paid \$50; the Virginia Institution, \$30; and the Pennsylvania Institution, \$20. The printer's bill is \$341 97; and the editor's salary, \$200; total, \$541 97. Deducting the amount received as above, the balance now due is \$441 97. This sum has been apportioned among the Institutions which have not as yet paid their shares, as follows:

The New York Institution, - - - - -	\$151 93
The American Asylum, - - - - -	138 12
The Indiana Institution, - - - - -	82 87
The Illinois Institution, - - - - -	62 15
The South Carolina Institution, - - - - -	6 90
	<hr/>
	\$441 97

After some remarks by Mr. MACINTIRE, the report was adopted.

By permission of the Convention,

Dr. PEET offered the following:

Resolved, That at the hour of twelve o'clock, M., all business of the Convention be suspended, to allow Professor CLERC the opportunity of explaining the various processes of instruction pursued with classes of one, two or three years' standing.

Mr. BROWN moved that the publication of the "American Annals of the Deaf and Dumb," be continued until the next Convention.

After some remarks by Dr. PEET,

On motion of Mr. BROWN,

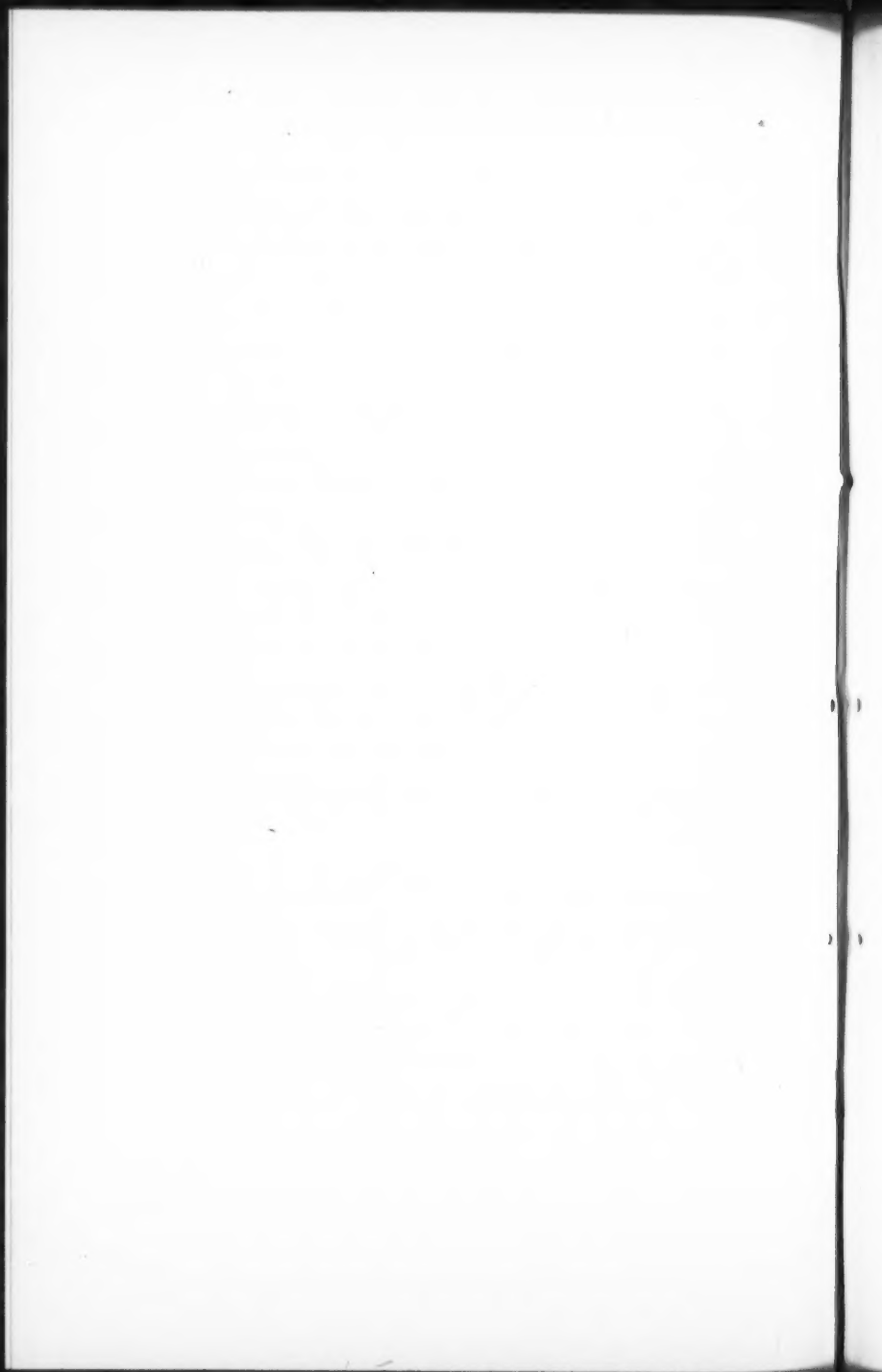
The subject was referred to the Business Committee, to be made the special order for the afternoon session.

The reading of papers was resumed.

Mr. R. L. CHITTENDEN, of the Ohio Institution, read his paper on the "Benefits Conferred upon the Deaf Mute by the usual Course of Instruction," as follows:

ON THE
BENEFITS CONFERRED
UPON
THE DEAF MUTE
BY THE
USUAL COURSE OF INSTRUCTION.

BY R. L. CHITTENDEN.



ON THE BENEFITS CONFERRED UPON THE DEAF MUTE BY THE USUAL COURSE OF INSTRUCTION.

BY R. L. CHITTENDEN.

THIS subject has been repeatedly treated of, since Deaf-Mute education was first undertaken in this country; but its fundamental character and important bearings, always render it an interesting theme.

The teacher's familiarity with the educated Deaf and Dumb, and his close attention to the various theories of instruction, may cause him to forget the immense benefits which education confers upon his pupils, and their deplorable condition when deprived of its advantages; when he loses sight of these facts his professional labors will be no longer stimulated by Christian benevolence and compassion, those high motives which influenced the fathers of Deaf-Mute instruction in their extensive and unwearied labors.

Education does more for the Deaf Mute than for any other portion of the human race; it gives nourishment and growth to the intellect of a speaking and hearing child, but for the deaf child it does far more; instruction alone can arouse his mind from the torpid inactivity in which it is held by his misfortune. Hearing persons have been known to attain skill and success in trade, arts or manufactures, without education, but what Deaf Mute has done so? An ignorant Deaf and Dumb person is truly to be pitied; not the least of his misfortunes is, his inability to interchange

ideas with his companions. It is not the mere corporeal presence of our friends, but our social intercourse with them, which makes their society so agreeable, and it is the impossibility of any but limited communication, which makes their absence a deprivation. It is mainly this which renders solitary confinement so severe a punishment; the captive's mind is never stimulated by the reception of new ideas, and the weary monotony of his existence sinks his intellect into listless stupidity. The ignorant Deaf Mute, though corporeally in the presence of his friends, yet in consequence of his misfortune, enjoys their society but little more than if he were removed from them a thousand miles. His mind remains in the same pitiable condition as that of the solitary prisoner; nay, more so, for he is for the time being, prevented from holding intercourse with his associates, by obstacles more insuperable than walls of stone or bars of iron. He can seldom share the hopes and joys, or sympathize with the fears and sorrows of his friends. An affecting instance of this inability to make known the most important events to an uneducated Deaf Mute of common capacity, was once witnessed by the writer, where a father was obliged to call in an interpreter before he could inform his son of the death of a sister at home. But education does much to remove this most painful effect of his misfortune; breaking the bars which have confined him in lonely silence, he walks forth free to communicate with all around him.

Education confers another benefit upon the Deaf Mute, by procuring for him the respect of others. While untaught he enjoys but little of their esteem, is without moral culture, and consequently is often mischievous and troublesome. But after a course of instruction at the Asylum,

he comes home an altered being, his former acquaintance find him intelligent and well behaved, and he rises in their good opinion. The possession of knowledge also gives self-respect; he no longer feels himself ignorant and degraded, he is conscious of his elevation, he feels that he is a man, that he knows his duty to God, himself and his fellow men. The acquisition of an education also opens to the Deaf Mute the pleasures of knowledge. While ignorant he knows not the object of any but the most ordinary transactions. He understands neither the meaning nor the use of courts of justice, literary institutions, civil government, the observance of the Sabbath, the public worship of God, or the ceremonies of religion. He comprehends neither the moving power, nor the mode of operation of the locomotive, the telegraph, or other complex pieces of mechanism. He gazes on the works of creation above and around him, but he knows neither their design, nor their great Author. His mind is a blank. But at school these mysteries are explained; he is told of God and his attributes, thus made to understand the end of religious services. Human laws are unfolded to his mind, and he now sees the necessity of the various departments of government. The wonders of science are explained, and the locomotive, the telegraph and other products of human skill are no longer mysterious. He is instructed in astronomy and the physical sciences, and thenceforth he understands something of the growth and nourishment of vegetation, the strata of the earth, the nature and use of metals, the formation of rivers and mountains, and the origin and laws of the various meteorological phenomena. He also acquires considerable knowledge of the various heavenly bodies.

To those but partially acquainted with the Deaf and Dumb as a class, this statement of the extent of their attainments may seem exaggerated; knowing that many of them commit grammatical errors in expressing common ideas on the slate, and that their school compositions, as far as the use of language is concerned, are seldom superior to those of speaking and hearing pupils of very limited attainments, they are naturally apt to suppose that the knowledge of the Deaf and Dumb is correspondingly limited. This is an error. Generally, the Deaf and Dumb know far more than they can express in correct language, and it is often true that one of our pupils who could not *write* an account of the building of a house, which should be strictly in accordance with the rules of grammar and composition, yet might have a correct understanding of an eclipse, the change of seasons and of the diurnal and annual revolutions of the earth; though he would be wholly at a loss to express his knowledge of these phenomena in words. The principal cause of this anomaly is to be found in the fact that a great part of our instructions is conveyed in the sign language.

The Deaf Mute also learns much at school which enables him to improve his condition in after life; he learns the benefits arising from the practice of the various moral virtues, and by obedience to these rules of morality and propriety, as well as by the knowledge of language and arithmetic acquired at school, he is enabled to act well his part in life. At many of our Institutions, he is taught a mechanic art, which enables him at least to earn his own support.

Many of the former pupils of our Institutions are now respected and useful citizens, having acquired a moderate

portion of this world's goods by agricultural or other pursuits. A few, by diligently building upon the educational basis laid at school, and by cultivation of natural talents, have attained a respectable rank as artists, men of letters, or instructors of their fellows in misfortune. The success of all who have been mentioned may be principally attributed to the education previously received. In treating of the benefits conferred on the Deaf Mute by the usual course of instruction, we must not omit one, which in importance as far transcends those already mentioned, as the eternal exceeds the temporal interests of man, viz: the religious instruction received. In vol. III, No. 4, of the "Annals," this subject has been so ably treated by a brother instructor, that little remains to be said here. In the article referred to, it has been satisfactorily shown that without instruction the Deaf Mute can have no knowledge of the great truths of religion. In most cases such instruction can only be obtained in one of our Institutions; how invaluable then, are the Scripture teachings there received!

Religion mitigates the bitterness of sorrow, renders affliction endurable, and gladdens the heart amid the severest trials. This it does for all who honestly embrace it, but to the Deaf Mute who sincerely follows its precepts, it seems to afford peculiar joy. Who will not admit this, that has seen the happiness and animation which often illumine his countenance at the mention of the Redeemer's love, and have seen him discourse in simple heartfelt language of the happiness and the hopes of a Christian? Does he feel cut off by his calamity from communication with his fellow men? He can hold sweet communion with God in his closet. Is he acutely sensible of his misfortune?

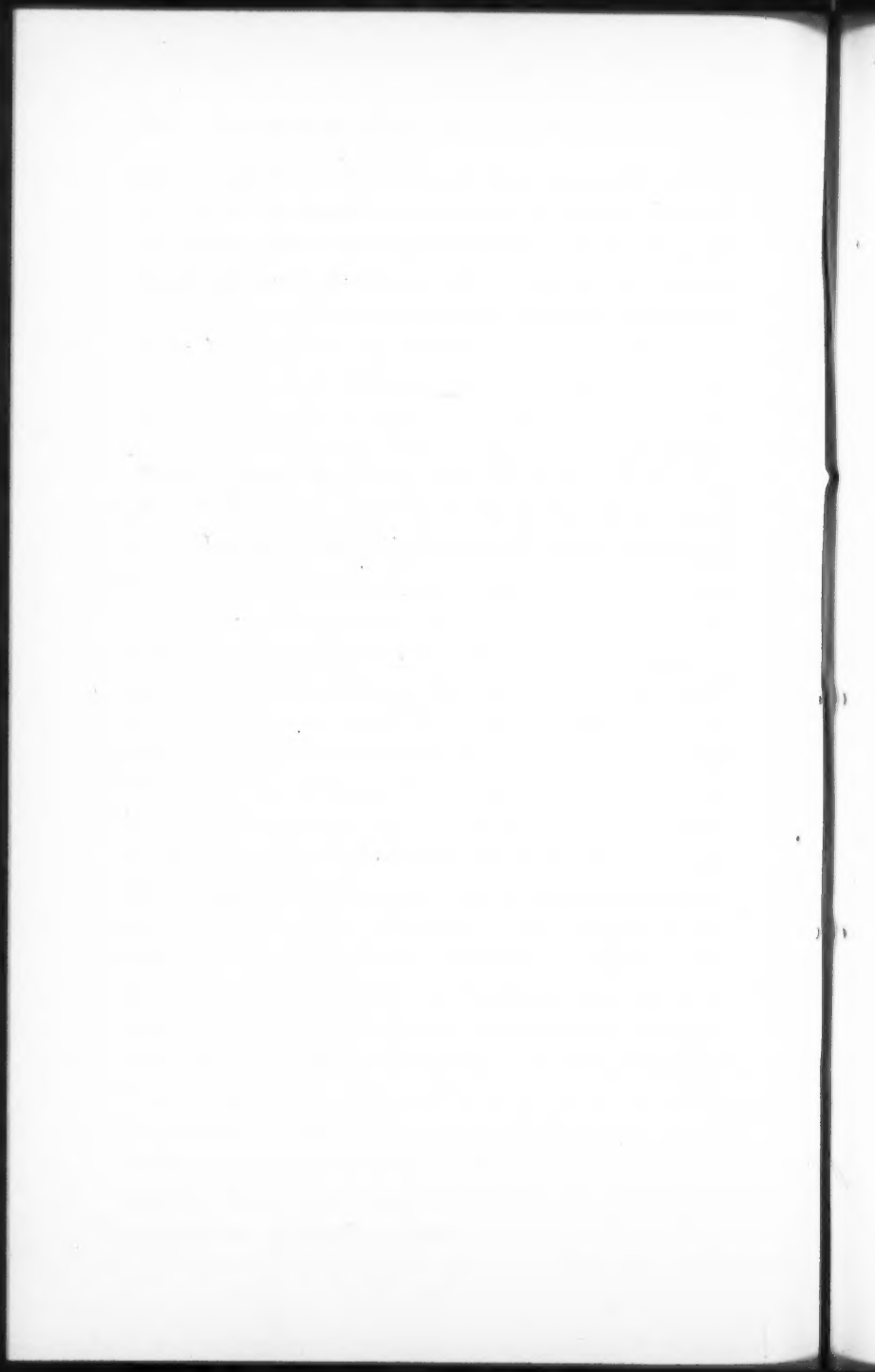
He can hope for that blessed time when the tongue of the dumb shall be loosed, and the ears of the deaf shall be unstopped, and when he shall join the song of the redeemed around the throne of God.

A short and imperfect summary has thus been presented of the benefits which we, who are this day assembled, are the instruments of imparting to the pupils under our charge. The work if rightly performed, ranks high in honor and usefulness. The sculptor produces from a rough unsightly block, the beautiful, almost breathing figure of a man; the work of the Deaf Mute instructor is somewhat similar. His pupil comes to him in a deplorable state of ignorance; like the flocks and herds of his native farm, he knows little else than to eat, drink, labor and sleep. He is almost an entire stranger to the usages of society, and to the common enjoyments and purposes of life. To this rude mass of human material, the moral sculptor applies his instruments, and after the patient labor of years, he presents to those who entrusted it to his care, the pleasing product of his skill. His pupil leaves him, with a mind enlarged and disciplined by study, and well fitted to discharge at least the ordinary duties of life. Instead of the willfulness, selfishness, or vicious obstinacy, which sometimes characterize the ignorant Deaf Mute, we generally find amiable and decorous behavior, and not unfrequently the graces of Christian character. In place of a vacant, unmeaning gaze, we find an eye lit up with intelligence; where we saw a countenance expressive, at the most, of nothing nobler than mere animal propensities, we find features, which with unusual distinctness, image forth the varying thoughts and emotions of cultivated humanity.

Who, that looks upon the change thus wrought and the happiness produced, would be discouraged by the difficulties of the work? Who would not bless the Creator, for enabling him to raise to light and life the benighted minds of those for whom he labors?

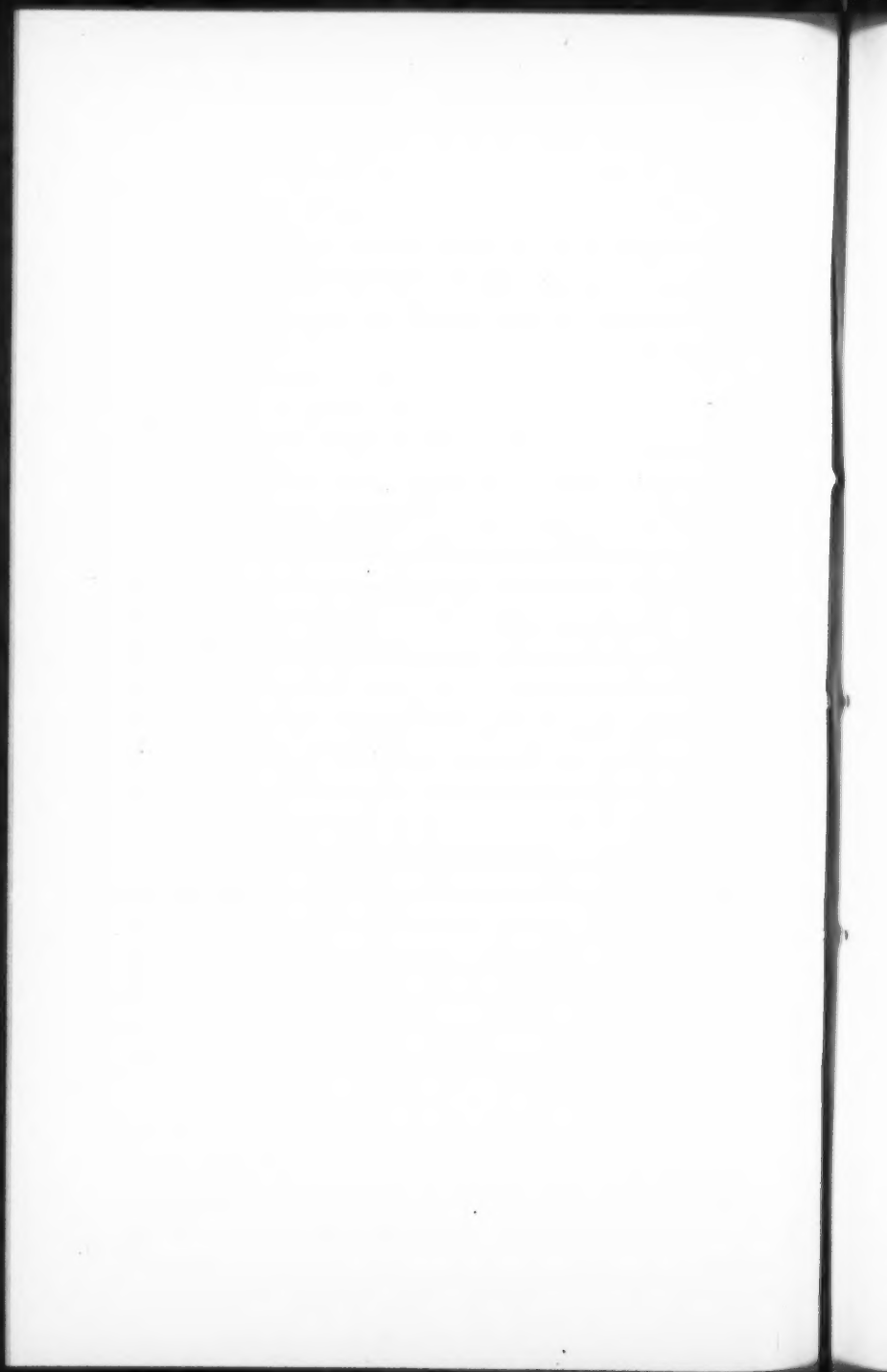


Dr. H. P. PEET read a paper on the "Personal character of the teacher, considered in reference to the influence of his example on the character of his pupils," as follows:



THE
PERSONAL CHARACTER OF THE TEACHER
CONSIDERED IN REFERENCE TO
THE INFLUENCE OF HIS EXAMPLE
ON THE
CHARACTER OF HIS PUPILS.

BY HARVEY P. PEET.



THE PERSONAL CHARACTER OF THE TEACHER CONSID-
ERED IN REFERENCE TO THE INFLUENCE OF HIS
EXAMPLE ON THE CHARACTER OF HIS PUPILS.

BY HARVEY P. PEET.

IF in the education of the Deaf and Dumb, their intellectual development, and especially their attainments in language, are the objects most prominently before the public eye, and our success in which is the popular test of our merit as instructors, yet every heart must feel and every understanding assent to the great truth that, as the usefulness and happiness of our pupils, their preparation for this world and the next, should be the paramount object of our efforts, so their intellectual instruction, important as it is, should be subordinate to their moral and religious education.

Happily this fact involves no neglect of the intellect, in attention to the moral nature; for the most harmonious moral development is not merely perfectly consistent with, but favorable to the highest intellectual cultivation. The same care and skill that favored by the sun, rain and genial soil impart flavor, nutritiveness and wholesomeness to the fruit, improve the grace, bloom and fragrance of the whole plant.

Great as is the influence of the teacher's mind on the mental development of his pupils, the influence of his moral character on their mental development is far greater, and hence arises the deep responsibility of our calling.

More than in the ordinary cases of education and instruction, the teachings, and especially the example of an instructor of Deaf Mutes, in most cases, shape and color, directly or indirectly, the whole subsequent existence of his pupils. The teacher of marked character does this directly for good or for evil. The weak, inefficient, or careless teacher does it directly for evil.

To the teacher of the Deaf and Dumb is, in most cases committed the first awakening of the intellect and of the heart. The first tender shoots of character spring up under his eye and hand, and as he trains them, or suffers them to be warped, they will grow. On his faithfulness and efficiency depends, as far as human influence can go, whether they shall grow upright and persistent, or become dwarfed, distorted, and fragile. And as many of our pupils become heads of families, these traits will influence the characters of their children. With such a responsibility resting upon us, it becomes us to inquire, anxiously, prayerfully, and with thorough self-examination, what we should do worthily to discharge the trust committed to us.

The old maxim that example is more powerful than precept, is applicable with peculiar force to the Deaf and Dumb, to whom, in the first ten or twelve years of life, precept being inaccessible, example is every thing.

And the example which leaves abiding impressions is that of the whole tenor of the daily walk and conversation, revealing to the practical observation of the pupils the secrets of the heart and conscience. They seldom fail to note inconsistencies between professions and practice, or to detect the acting of a part, assumed in the school-room, and put off out of it.

Hence the first care of the teacher should be to assure himself that his own heart, according to the measure of grace granted to frail creatures of a day, is right toward God and his neighbor. *A corrupt tree cannot bring forth good fruit.* Healing waters cannot flow from an impure source.

And if his self-examination shall teach him, as self-examination must teach us all, that he has yet evil passions to overcome, and good resolutions to strive for, he should endeavor, through prayer, watchfulness and earnest effort, to control, elevate, intensify and purify the affections; remembering that if the means of moral culture be neglected, selfishness, voluptuousness and love of ease will gradually obscure the teacher's character, and weaken his efficiency, as surely as weeds choke the flowers and fruits in a neglected garden.

The man who would assume the high responsibilities of a teacher of Deaf Mutes, should also assure himself that his heart is in the work before him; that it will be to him, not a mere daily task, but a labor of love. It has been justly said that the teacher of the Deaf and Dumb *is on missionary ground.* And he who would occupy that ground should possess a missionary spirit. Like Saint PAUL, that bright example of teachers and missionaries, he should be willing *to spend and be spent* in the cause; he should feel a *necessity laid upon him* to devote himself to the work, and should be willing to regard his own ease and gratification only so far as means of relaxation are necessary to preserve the efficiency of the teacher, as well as the strength and elasticity of the bow.

The teacher who loves his work will love his pupils. This love will assure and promote his success as a teacher,

and his success in turn will increase his love for, and happiness in his calling.

For the love of a calling is almost always associated, either as cause or effect, or both, with a special facility in that calling. And the teacher, who loves his pupils with an enlightened and impartial love, is sure to win their love, respect and confidence in return. There is in such cases, and especially with Deaf-Mute pupils, a moral attraction as invariable as that of the magnet for steel. And this natural affection will lighten, sweeten, and make more effectual the labor of both teacher and pupil. They will become drawn together in common habits of feeling and thought, and will mutually strengthen and encourage each other.

In proportion as the teacher's amiable qualities, strength of character, and intimate acquaintance with the language of his pupils, give him influence over their minds, and power to mould their opinions and habits, it is important that the influence should be for good only; that not only his precepts should be consistent, and in accordance with the highest standard of morality, but that his public and private walk, his manners and conversation should confirm and illustrate his precepts.

For instance, we all know the value of a conscientious regard for truth. If the teacher desires, as what teacher does not, that his pupils shall preserve in all its purity this virtue, so beautiful in childhood, so honorable and advantageous in after life, he should in all his intercourse with them, in all his conduct before them, show that he regards truth as a sacred thing; a matter of conscience before God, not of appearances or convenience before men. If his pupils detect him in deceiving them, or, for instance,

in deceiving others as to their attainments, they will be in danger of learning to regard truth as a mere matter of expediency. It is easy to see how lamentably such examples will weaken and deteriorate their character.

It is obvious also that the teacher should set an example of proper neatness in person and dress, and of amenity of manners. Any approach to foppery, I need not say, should be avoided. Correct taste and sincere regard for the convenience and feelings of others should be the guides here. These minor virtues of neatness, propriety and courtesy, essential as they are to respectability and social happiness, are especially valuable to Deaf Mutes, whose enjoyment of society is so keen; and whose misfortune makes it most important that nothing should be neglected by which they may become more agreeable to those whose society is desirable. And Deaf Mutes in whom the imitative faculties are proverbially strong, seldom fail to form their manners upon the examples placed before them by those to whom they look up with respect.

In this connection, it is not unimportant to notice, as a part of *minor morals*, the duty of avoiding, or correcting certain habits and certain peculiarities of manner which offend either against the laws of health, development and comfort, or against correct taste, which indeed is, in most cases, but another name for the same thing. Such for instance as the use of stimulants, or of tobacco and other narcotics; the habits in which some indulge of keeping their hands in their pockets, of sitting in lounging attitudes, perhaps with their feet higher than their heads; the keeping the hat on in doors; the practice of spitting, etc. These it is true are some of them slight matters, but if carried into extremes, all feel that they become

offensive, tending as they do, either to abridge the comforts of those around us, or to diminish our own capacity for rational enjoyment. In military academies, or in establishments for special physical education, it is justly held that nothing is unimportant which may tend to carry the powers of the individual to the highest possible state of efficiency. And while correct habits are as easily acquired as bad ones, they favor the fullest development, and the best preservation of all the energies. Taken in the long run, the most graceful attitudes will be found the easiest; the most correct habits the most pleasant. If the teacher is seen to indulge, though but occasionally and partially, in such habits as have been mentioned, some of his pupils will imitate him, and probably carry the imitation to an offensive, if not dangerous extreme. Let his motto be, to do nothing which he would not wish them to imitate.

Here I cannot forbear from remarking, that the use of tobacco, especially in smoking, should be banished at least from every institution for education. Young men who aspire to become teachers should not suffer themselves to be led by a strange infatuation to contract this habit, disgusting to others as injurious to themselves, or if they have acquired it, they ought to have strength of resolution sufficient to give it up.

Let the teacher, also, set his pupils an example of industry, of punctuality, of regularity; showing in all things a conscientious regard to the value of time. Let him show practically that every one should have a work before him, fully proportioned to his strength; that by diligence and method, this work is to be accomplished; and that the future is not to be made bankrupt by borrowing in favor of present indulgence. The habit of punctuality, I

trust you are all sensible, is one of the most valuable that can be possessed by a teacher, or inculcated by precept or example on his pupils.

It is not of light importance that the teacher should in all his dealings, and especially with his pupils, show a sacred regard for candor and justice, in small things as well as in great. This of course excludes all favoritism. Partiality is alike injurious to the character of the favored pupil, and to those who feel themselves unjustly dealt with. Love for a pupil should be shown in faithfulness of admonition, and earnest endeavors for his improvement and amendment, not in a disposition to bestow undeserved praise, to put forward his best side, or to overlook his faults.

And the delicacy of the subject should not deter us from distinctly setting forth the paramount duty of entire purity in thought, manners and conversation. Let no man esteem himself qualified for a teacher who is unable not merely to observe strict propriety of outward deportment, but to restrain truant thoughts. The man who habitually gives the rein to licentious imaginations is unsafe and unfit for a teacher. And much less is one to be trusted with this sacred work and responsible office, who permits himself to make lascivious allusions, or to indulge in prurient familiarities. The influence of one such teacher would introduce a moral contagion. Let every teacher who feels properly the solemn nature of his responsibility, watch and pray that he may be preserved both from offending against chastity himself, and from provoking others to offence.

In this, as in other matters, the best guarantee for the

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teacher's good influence on his pupils, is to be found in the strength and sincerity of his religious convictions. Piety is the crowning feature of the moral character, and he who daily searches his own heart, striving earnestly to live acceptably in the sight of a pure and just God, will gradually find himself lifted above the surges of temptation. And if he loves his work and his pupils, he will draw them upward to his own safe and pleasant level. Such a teacher will be to his pupils not a mere drill officer, one to trouble the conscience rather than amend the heart, but a father and friend, leading them in the paths of wisdom and safety, and making the way so easy and pleasant that they shall find it less difficult to keep the path than to go astray.

On motion of Mr. STONE,

The Convention took a recess for five minutes.

On being again called to order,

Mr. STONE presented to the Convention a communication from Mr. JACOBS, of Kentucky, on the subject of the establishment of new Institutions in the South and West, as follows:

DANVILLE, KENTUCKY, August 5, 1853.

Collins Stone, Esq.:

DEAR SIR: * * * * I will take this opportunity of saying through you to the Convention, in relation to the two subjects introduced by me to their attention through Dr. PEET, year before last, that the recent success attend-

ing the establishment of several new Institutions in the South and West seem to render unnecessary the special effort I suggested for that purpose.

As to the second subject, the effort to introduce the instruction of Deaf Mutes into heathen lands in connection with Christian Missions, after a correspondence with the American Board of Foreign Missions, in which I made several propositions for the object, which were ultimately declined by the Prudential Committee, I have concluded the attempt to be premature, and at present impracticable.

The suggestion may not, however, be worthless, and may be taken up at some future day, under more favorable circumstances.

Very respectfully yours,

J. A. JACOBS.

Mr. STONE also presented a communication from Mr. J. R. BURNET, of New Jersey:

LIVINGSTON, N. J., June 20, 1853.

Rev. Mr. Stone:

DEAR SIR: I am favored with your circular, calling the Convention of present and former instructors of the Deaf and Dumb, to meet this year, at Columbus. Regretting that it is out of my power to attend, I will offer one or two suggestions, for the consideration of the Convention:

I. Would not it be well to submit to a Committee the subject of the legal responsibilities and liabilities of Deaf Mutes, in so far as they are affected either by the mere absence of hearing, or by the inability to understand and use written language? You know there are many Deaf

Mutes who, though quite intelligent, and well developed, both morally and intellectually, are still very imperfectly conversant with written language, or not at all.

Now, in the case of those who cannot read and write at all, I believe the rule of the law would be to employ a sworn interpreter, familiar with their modes of communication. But in the case of those who read and write imperfectly, there is danger on the one hand, that they may be deprived of important civil rights; and on the other hand, that wrong may be done to or advantage taken of them, either by design or through misunderstanding. It would be well, therefore, to explain what precautions should be taken to make it certain that such persons sign legal or business papers understandingly, and that they perceive the force and point of interrogatories which they may be called on to answer.

Another point for examination is, what is the mode in which a person profoundly deaf, and having little or no skill in the language of signs, or having no interpreter who understands signs, but understanding writing perfectly, should take a judicial oath, or assume any legal obligation? (On this and one or two other matters, I have given instances from my own experience, in a communication which I have recently mailed to the Editor of the "Annals.")

II. A second point of some interest is, whether a syllabic alphabet cannot be devised, (be it on the principle of the one submitted by myself at the first Convention, or some more eligible one,) that shall enable the intimate friends of a deaf person to convey to him a public discourse, or the conversation of a social circle, *syllable for syllable*.

III. It is desirable to have a *telegraphic* alphabet, by which communication may be had with a Deaf Mute at some

distance, e. g., from the opposite sides of a river. PAULMIER gives (*Le Sourd Muet*, p. 280,) an engraving of an "Alphabet Gymnastique" devised and used some thirty years ago by the pupils of the Parisian Institution, by which the letters were represented by positions of the arms and legs, instead of the hands and fingers, and of course legible at ten or twenty times the distance that the latter are. These positions were made to imitate as far as might be, the ordinary forms of the capital Roman letters. I have also seen a work of which I have unfortunately forgotten the title and the author's name, containing a system of *brachial telegraphing*, i. e., positions of the arms to represent letters, numbers and the most usual questions, answers and signals between ships at sea. Such a system would, in emergencies, which every one can conceive, be very useful to Deaf Mutes. The signs of the *brachial telegraph* just mentioned, were, if I remember aright, wholly arbitrary. An alphabet like the Parisian one would be easier learned and remembered; at any rate, there ought to be some principle of association to aid the memory, not however, to the extent of sacrificing distinctness and convenience.

Trusting that your deliberations will be harmonious and productive of much benefit to the cause of the Deaf and Dumb,

Respectfully yours,

JOHN R. BURNET.

P. S. Why is it that, though there are many more male than female pupils in our Institutions, the large majority of deaths should be females? Out of twenty-five deaths among the pupils of the New York Institution, from 1840 to 1853 inclusive, (including those who went home sick and died,) fifteen were females, and ten males, and

three of the latter were killed accidentally, showing that twice as many females as males die of sickness contracted at the Institution. (Query, tight lacing and neglect of exercise?)

Of the thirty-one pupils who have died at the American Asylum, eighteen were females and thirteen males.

J. R. B.

On motion of Mr. BROWN,

The first part of Mr. BURNET'S communication, relating to the legal responsibilities of the Deaf and Dumb, was referred to a Committee of three.

The PRESIDENT appointed Messrs. Stone and H. P. Peet, and the Chair was added.

The Committee were instructed to report at the next Convention.

On motion of Mr. BROWN,

The second part of Mr. BURNET'S communication, relating to a syllabic alphabet, was referred to the Committee before appointed on the subject of syllabic dactylology.

On motion of Mr. TURNER,

That part of Mr. BURNET'S paper relating to the subject of mortality among the Deaf and Dumb, was referred to Mr. Porter as the Committee on Statistics.

Dr. THOMPSON, Physician to the Ohio Institution, offered the following resolution:

Resolved, That a Committee be appointed (to report at a subsequent meeting,) to inquire into the expediency of devising a more simple manual alphabet, together with a system of abbreviations and such other improvements as will facilitate the instruction of Deaf Mutes in the use of language, and consequently enable that interesting class to hold a more free and profitable intercourse with the world.

The resolution was adopted.

The following gentlemen were appointed as such Committee: Dr. Thompson, Mr. Turner and Dr. Peet.

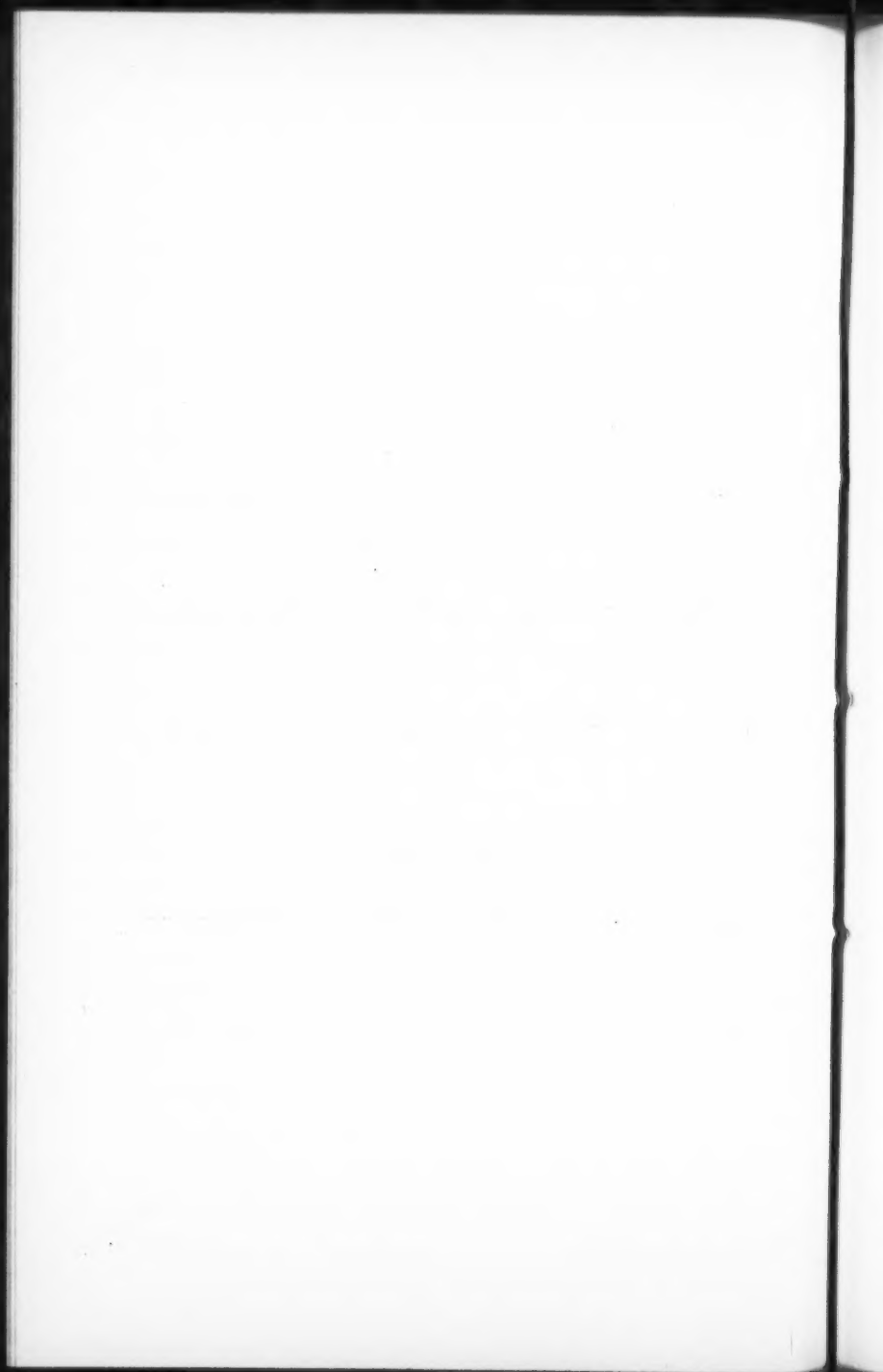
Dr. PEET offered the following resolution:

Resolved, That the Report submitted by Mr. Porter, on the Statistics of the Deaf and Dumb, and Mode of Registration, be recommended to the same Committee, with instructions to prepare and publish a set of books and forms in blank, which may be used for the purpose of registration in our Institutions for the Deaf and Dumb.

Mr. STONE read a communication from Mr. JOHN CARLIN, of New York, as follows:

ON THE
MECHANICAL AND PROFESSIONAL OCCUPATIONS
OF
DEAF MUTE GRADUATES.

BY JOHN CARLIN.



No. 120, WEST 25TH STREET,
NEW YORK, July 19, 1853.

Collins Stone, Esq.:

DEAR SIR: I regret much to say that my engagements will deny me the pleasure of accepting your polite invitation to attend the Convention at your Institution on the 10th proximo; but as you requested me to forward you any papers to be read to the assembly in case of my non-attendance in person, I shall with much pleasure forward you a paper treating of the Mechanical and Professional Occupations of the Mute Graduates, and I hope you will read it to those who are willing to lend their ears thereunto.

MY FRIENDS: Having seen so much spoken at the former Conventions of the modes of instructing the Deaf and Dumb, almost to the exclusion of other matters of vital importance to them in their after life, I deem it seasonable to solicit your patient attention to the facts which I am to state, and your hearty co-operation with me in investigating the matter in question, and in devising better modes of promoting their welfare.

The cardinal points of my paper are in order as these:

I. The Trades taught at the different Institutions in the United States; their advantages and disadvantages; their fewness of variety, and their influences over the learners' minds.

II. The necessity of inculcating steady habits of industry on the male pupils. Facts showing whether the trades selected by the Institutions, and imposed on them are sure means of inculcating habits of industry on them.

III. The Trades and Professions of the Mute Graduates. Facts showing the force and tenacity of Habit, the causes of their being kept hopelessly poor, and whether the blame thrown upon their parents and friends by the Institutions is just.

IV. Their Wages and Salaries.

Referring to the first point, I shall here mention that the pupils of the American Asylum* have three common trades to learn, as, shoe-making, cabinet-making and tailoring; those of the New York Institution have four, as, shoe-making, tailoring, cabinet-making and book-binding; those of the Pennsylvania Institution have two, as, shoe-making and tailoring, and about the same with those of all the other Institutions. Though profitable they may be to the Institutions, they are far from being conducive to the learners' success in business in their after life. The reasons are obvious, as our cities, towns and villages are inundated with shoe-makers, tailors and cabinet-makers, in particular the last, of foreign birth, who earn a scanty livelihood by so low wages as to cut competition down. Shoe-makers and tailors are always expected to toil incessantly from dawn to midnight, with their backs and necks bent almost to the level with their works.

*I would most humbly suggest to the honorable Directors of that truly excellent establishment a change of the term "Asylum." for the term "Institution," for the former is not quite complimentary to the Deaf and Dumb, who did not mean to seek an asylum, which implies a *home for the unfortunate*, but a public school-house, to acquire knowledge, and leave at the close of their terms.

The art of cabinet-making being taught in the Institutions has indeed an advantage over these trades, whereas, by its similarity with the art of house-carpentering, it affords them who learn it, a facility to do house-carpentering, after a few months' practice at the master carpenter's shop.

That this last named trade is one of the best for the Deaf Mutes I can with confidence affirm; and my affirmation is based on the following reasons: 1st. New cities, towns and villages spring forth and increase with surprising rapidity in our States, therefore good carpenters are always in great demand. 2d. Their wages are high and productive of all the comforts of life; and, 3d. By sawing, planing, malleting, etc., tend to expand the Mute's pulmonary organs, which shoe-making and tailoring necessarily contract, thus rendering his blood impure and almost devoid of vital strength. Hence the sallowness of complexions, haggardness of faces and stagnancy of minds, which we have seen and still see in the countenances of most of our Mute shoe-makers and tailors.

Notwithstanding its excellence as a trade for the Mutes (I do not mean to say *all* the Mutes,) it is strange to say that, having met several hundred Mute graduates in this country, I have not seen any Mute house-carpenters, save one somewhere! How is this remarkable scarcity accounted for?

As respects the art of book-binding now being taught at the New York Institution, though it has been and is still a source of profit to her treasury, I must be candid to say that it is not as good a trade given to her pupils to learn, with a view of becoming professed book-binders in their after life, as those of shoe-making and tailoring, bad

though they are. This assertion is sustained by two principal facts, which are, that *all* the mysteries of that art, as gilding, superior binding, etc., are never taught there, and the learners are to content themselves to do common binding through their whole term; and that there are in our cities and towns so few book-binding establishments, in which female operatives in great numbers, with few skillful male ones, attend the work. These important facts came into my possession from some highly respectable graduates themselves, who learned this trade at the Institution. They spoke with much bitterness of the loss of time and money which they suffered from their vain search of employment, because of their ignorance of all the other branches of the art. They have since obtained situations in other better trades, which they, by dint of industry and perseverance, succeeded to master.

It is indeed true that the Institutions, by reason of the limited state of their treasury, cannot afford their pupils more trades to learn than what they have given; but I question the wisdom in selecting such trades as have proved injurious to the physical and mental organs, and pecuniary prospects of the graduates.

As to the second point, the Principal of one of our Institutions told me that the sole object of the Institutions' giving trades to their pupils to learn, was to inculcate steady habits of industry on them; yet after a few minutes he was constrained to confess that his boys always wasted leather, stuffs, etc., by working so bunglingly, thus imposing a dead loss on his treasury. Why are they prone to work so bunglingly as to render that theory fallacious? Or, if they had their own choice of either of the trades *selected* by the Institutions, have they had no other trades

which they may naturally have preferred to those above named trades to which they have evinced much antipathy? I know several pupils who were never allowed to learn trades, have become industrious workmen and useful members of society, and others who learned them, have become idle and worthless fellows. It is to be borne in mind that I had no other alternative than this of expressing such a thing, though not without much repugnancy, to prove the fallacy of that theory. It would not be amiss, sir, to propose, for your consideration, a suggestive question: Would small rewards, as five, ten or twenty-five cents a week, not be the best and surest means of inculcating habits of industry and economy on the learners? By these means many apprentices have become industrious workmen, and now enjoy the fruits of their attention to their respective trades. Objections that may arise as to the expensiveness of the rewards will be removed by a fact that well-done articles always sell better than badly-done ones. And fifty per cent., at least, of the profits should be reserved for rewards, expressly to stimulate the learners' ambition and desire to do well; for you well know most of them, whom their parents or friends are too poor to furnish with funds cannot but feel happy in the possession of even a few cents.

Now let us come to the third point.

Notwithstanding the great number and variety of trades and professions which are found everywhere in our prosperous republic, we have found most of our graduates pursuing the very trades they learned at school. With a very few exceptions, they have not at all changed their original trades for others, as you may have expected, for I myself have met Mute shoe-makers in so great a number as to

confirm the truth of the force and tenacity of Habit, strikingly exemplified by their passive pursuance of what were imposed on them by their Institutions. Respecting the few exceptions, circumstances have led them to change their trades for others. It is a singular fact that a Mute *boss* is a rarity on both sides of the Atlantic. How is this rarity accounted for? Is it not attributed to their want of energy, or to their diffidence caused by the peculiar nature of their misfortune? For one, I am inclined to believe that one of its causes is their want of knowledge of *all the branches* of their respective trades; whereas, according to the reliable assertion of my informants, the learners are often denied the pleasure to learn cutting leather and stuffs, on account of their being expensive. This course is, in my opinion, very unwise and injudicious. Brown paper and old newspapers are very good substitutes for those articles, to be practiced on.

Seeing that, as a rule generally observed, trades require a term of apprenticeship before their learners become journeymen and masters, our graduates who have learned trades at school evince a natural aversion to undergo another term of apprenticeship in other trades; and, besides, as they arrive at an age bordering on manhood when they leave their school-rooms, and their poverty forces them to seek a livelihood by working at once, they have but to adopt their original trades or they starve or wander and beg alms, I invite your consideration whether it is proper not to teach them trades at all while they pursue their studies at school, and whether the age of ten years is the best and most necessary for the males to enter the Institutions, that they may leave them at the age of seventeen years, and enter and finish the term of apprenticeship in any trades they choose.

I would like much to know the reason why the blame should be inflicted on the parents for allowing their sons to pursue their trades, imposed upon them, which they honestly believe are good for their self-maintenance.

Many graduates of high intellect and energy have sought situations as clerks in mercantile and other houses and in our public offices, but, alas! a very few of them have been successful, and the rest are doomed to bitter disappointment. I cannot blame those who refused their applications, for it was natural for them to doubt their qualifications, by reason of the nature of their misfortune. Thereupon it behooves me, as their friend, to solicit the goodness and promptness of the Principals of all our Institutions to apply to such houses and offices in their behalf; and I am sure that their applications will be respected and received. To those who are favored with the highest order of intellect, and conversant with the *modus operandi* of our system, situations as teachers should by all means be given, for teaching the Deaf and Dumb is their legitimate profession.

The wages of our married Mute shoe-makers, tailors and others are low and inadequate to the support of their families; hence their hopeless poverty, which has often been an object of notice and comment among those who feel interested in the welfare of the Deaf and Dumb in general. There are, however, a few exceptions to the rule, as, by dint of industry, perseverance, frugality and skill, they have succeeded to invest their earnings in property, upon which they now live in comparative comfort, though far from being wealthy, literally and *in fact*.

I have never heard of any differences in wages between

our Mute workmen and the speaking ones. If the former's were forcibly brought down lower than the latter's, you would, I am certain, consider this act wickedly unjust and contrary to the moral laws of Humanity, and seek by word and action to restore their equality in wages, and their privileges and immunities of citizenship. Yet how strange it is to say that, with a solitary exception, all our Mute teachers have not been, and still are not allowed to enjoy the equality in salary with their more fortunate speaking associates; and that, far from resenting the wrongs inflicted on them, it has constantly been argued, as if to palliate the injustice of the act, that the speaking teachers have been educated at colleges, and the Mute ones have never been. Admirable logic!—No matter whether Mr. PARLANT be a most awkward sign-maker and an ignoramus in our system of Instruction, but his salary must be one thousand dollars a year, because he has been at college. No matter whether Mr. MUTUS be a most finished sign-maker, and blessed with superior intellect and the qualities of a gentleman, understands the mystery of his profession thoroughly and perfectly, but his salary must be five hundred dollars a year, because he is a *Mute*! I do not mean to say that Mr. PARLANT represents all our speaking teachers. Nay, my good friends, I would most happily assert that GALLAUDET, the PEETS, FOSTER, TURNER, and others, too many to be enumerated, are among the finest sign-makers and the most efficient teachers known on this continent. But my object in view is to show the injustice done to the Mute teachers, and to urge, with due respect, you to do them justice in consideration that they all are proverbially pains-taking in teaching, and solicitous about the mental progress of their pupils.

It gives me infinite pleasure to learn that the American Asylum is to increase the salary of one of its Mute teachers on the occasion of his marriage; and I trust all the other Institutions will cheerfully follow its example. And I flatter myself with a belief that I shall live to see *all* the Mute teachers placed on an equal footing with their speaking fellow-teachers.

In conclusion, allow me, sir, to move the adoption of this resolution :

Resolved, That a Committee of ——— be appointed to lay before the next Convention a report relative to their investigations of the matter in question and the means of promoting the Deaf Mutes' welfare, spiritual and temporal.

Yours, truly,

J. CARLIN.

Mr. STONE offered the following :

Resolved, That the subjects of the paper designated be referred to a committee to report at the next Convention.

Remarks were offered by Dr. PEET, Mr. MACINTIRE and Mr. KEEP.

Mr. LEWIS PEET said, that the subject was interesting and important, inasmuch as it respected the welfare of a class of the community whose happiness and prosperity we all had very much at heart. One principle, however, must not be lost sight of, namely, that the Deaf and Dumb must find their own level in the community as well as those who hear and speak, and that though they derived assistance from the sympathy naturally evoked toward them, their success or failure must depend upon their own qualifications and efforts. Some will naturally rise higher in the social scale, while others would fall lower, and all efforts to sustain them in a position higher than that they were fully qualified for would prove unavailing. Of the

truth of these remarks Mr. CARLIN himself, was a striking illustration. Being a gentleman of superior education and decided merit as an artist, he was able by his own independent efforts to secure to himself a comfortable share of the good things of this life and to take that position in society for which his talents fitted him. Among Deaf Mutes the speaker had known at least one successful editor, a postmaster, a merchant, a clerk in one of the governmental departments at Washington, a proprietor of a flourishing book-binding establishment, a merchant tailor, and many, who, as farmers or journeymen mechanics, were earning a comfortable subsistence, and were in no respect inferior in their respective avocations to those enjoying the use of all their senses. Others there were, who from inferiority of qualifications, to whatever source it might be owing, were obliged to content themselves with a less measure of success.

The mechanical department, though an incidental, he had always regarded as an important feature of institutions for the Deaf and Dumb. Spending from three to four hours daily in learning a trade, the pupils were able to acquire such a knowledge of it during the period allotted to their education, as would enable them to support themselves with very little additional instruction. The trades taught at the New York Institution, were book-binding, cabinet-making, tailoring, shoe-making, horticulture and wood-engraving. In addition to this, all the pupils were instructed in perspective drawing, and mechanical drawing was taught to a select number. As soon as the circumstances of the Institution would allow, it was in contemplation to establish a printing-press. In the choice of the trades the wishes of the pupils and of their friends had

been invariably consulted. If in after years they had seen fit to change the employment in which they had become skilled at the Institution, they had no occasion to find fault with their former instructors. How many in the hearing and speaking world, found themselves in precisely the same condition.

As far as regarded the salaries paid to Deaf-Mute instructors, the amount varied in different Institutions, according to their respective necessities. It was usual to employ gentlemen of liberal education in the instruction of the higher classes, and their services could not be obtained except for a remunerative compensation. Would it be expected that the same amount should be paid to those who, having had less education, could not perform the same service neither could command equal remuneration in any other sphere of action? There was every disposition in the various Institutions to pay for the services rendered, and so soon as the education of the Deaf and Dumb should be carried to such a degree of perfection that they could perform the same services as instructors as their hearing and speaking colleagues and be equally safe guides in the acquisition of idiomatic English, all disparity in the salaries paid would cease to exist. The high classes recently established might contribute to this desirable result. These classes would, moreover, open new avenues to the efforts of the Deaf and Dumb, and we might hope to see them ranking with their hearing and speaking fellows as civil engineers and architects.

The resolution was adopted.

The following gentlemen were appointed as the Committee to report upon the subjects brought forward, viz., Messrs. Stone, Van Nostrand and Rae.

According to previous appointment,

Mr. LAURENT CLERC gave an exposition in the sign language of the method of instructing the younger classes of Deaf Mutes.

The Convention took a recess until half-past two P. M.



AFTERNOON SESSION.

THE Convention re-assembled at half past two o'clock.

Mr. KEEP was appointed Interpreter.

Mr. MORRIS was excused from reading his paper on the "Causes of Deafness," as in consequence of the postponement of the Convention last year, it had already appeared in print.

On motion of Dr. PEET,

It was resolved that the paper be incorporated in the Proceedings.

DEAFNESS
AND
DISEASES OF THE EAR.

BY O. W. MORRIS.

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DEAFNESS AND DISEASES OF THE EAR.

BY O. W. MORRIS.

WE have been much puzzled, if not pained, for some length of time, and more especially within a short time past, at the want of interest exhibited by the Medical Profession in the United States, as evidenced by their publications, on the causes and cure of deafness. There is hardly any other ill that flesh is heir to, but has been investigated, and the profession have called to their aid all the helps that ingenuity and art could devise, both as relates to the causes and methods of cure. Almost every organ of the human body has been made the subject of repeated experiments; the ear has, however, been left as either hopeless, or not susceptible of any improvement, although it is one of the most important organs of the body, and an inlet of some of the most pleasing emotions to which the human frame is susceptible. This apathy surely can not arise from indifference to its importance, nor from incapacity to investigate, nor can it be from an implicit faith in the theories and investigations of the profession on the other side of the Atlantic; for the eye is equally delicate, and treatise after treatise is written upon its structure, its diseases, and their treatment. Does the Profession in this country conclude that it is of little importance whether the deaf person can be restored to hearing or not? Is not the "concord of sweet sounds" as inviting, as soothing, and as important to an individual, as the appearance of

nature? And are not the tissues composing the organs of hearing, dependent upon corresponding principles to those that pertain to vision, taste, etc? Why then, do we search the pages of Medical Science, published by our countrymen, for information on the subject of deafness, and find only a very few short notices of some experiments or some cures? Are there no DELEAUS or ITARDS here to devote some portion of their time and much of their ingenuity and energy of mind to the alleviation of the state of the unfortunate deaf person? Consider the situation of the Deaf and Dumb child, alone among his fellows, and come to his relief.

We feel pity for the unenlightened pagan and benighted heathen, while their condition, sad as it is, will not compare with the uninstructed Deaf Mute. In the language of an eloquent philanthropist: "The former have some traditional knowledge of a Supreme Being, and enjoy the pleasure of social intercourse; but the latter is a living and moving solitude in creation; his ears hear no sound and his tongue articulates no words; to him there is no speech, no language, even in the mart of the world's commerce, the circle of social intercourse, or the solemn assembly of the church; the gentle whisper of affection, the melody of nature, and the loud thunder of the elements, are to him alike unknown; and he stands unmoved, even at that mighty noise, at which the earth and the depths are troubled. A stranger and a barbarian among his fellow-men, he is isolated within his own individuality, and though he labors to facilitate their intercourse with his mind, he cannot, by any effort of his own without our aid, surmount the obstacles in his way. How great soever his capabili-

ties may be, his imprisoned mind remains dark and unpolished, like a pearl of great price and brilliancy buried in the earth."

A medical writer in Europe, some years since, depicted their condition in sad, yet true colors. He said: "Fearful indeed is the gloom of that state which is cheered by no prospect of release; tremendous that awful foreboding of return into nothingness, which is often observed to bear down all the mind, wither the spirits and blacken the sweet vision of life among the uneducated Deaf and Dumb. Hence that utter and overwhelming dejection which oppresses them in sickness; hence that instinctive and inconsolable terror which we have often seen in the Deaf and Dumb, at the approach, or even the idea of death. There is no remedy for this in the pleasures of the world, for these are then just fading from his view; there is no balm for this in the attention of friends, for he is then, as he thinks, on the point of an eternal separation; there is no medicine for this in hope, for with him all hope terminates in the grave."

Such being their situation when blessed with health, or when on the bed of sickness with their friends around them, it is incumbent upon us that we strive to alleviate their condition as much as is in our power—and upon whom does the duty seem to devolve so especially as upon the Medical Profession? for the study of Medicine embraces not only the structure of and laws which govern the economy of organized beings, and particularly that of man, but also the history and properties of the agents which are operative in producing disease, and in restoring and preserving health. In a word, it comprehends the phenomena of life and whatever tends to affect the mind and body;

therefore it may be said to extend over a wider field of inquiry than any other department of human knowledge.

Among the public duties attached to this profession, a distinguished professor in one of the oldest Medical Institutions of our country enumerates the following: "An inquiry into the immediate and diversified effects of climate; the quality of the water used in diet, etc.; the properties and effects of certain articles of food; the best mode of preserving the health of persons employed in manufactories, etc.; a knowledge of the principles of Hygiene, etc.; the origin, diffusion and prophylactics of pestilential diseases and epidemics; the influence on health of intoxicating drinks; diseases peculiar to the army and navy; medical jurisprudence—and as medical teachers."

The medical profession has an important influence upon education, agriculture, science, temperance and social happiness among our fellow-citizens. The physician's influence begins in the nursery, his power for good or evil is consequently great. Sometimes a few hints dropped by him in conversation with the parents will lead to the education of the child; and many times a taste for literature and science is commenced and fostered in the young mind, that in after life produces abundant results; the fireside joys are increased; the domestic circle enlivened and rendered happy, by the exclusion of the vices of the vulgar, and the tone of feeling in society is elevated and enlarged; and often libraries formed, institutions of learning and benevolence commenced, lectures given, and literary and scientific societies formed through the influence of the enlightened physician, yet these are not its legitimate objects; its ostensible and most important object is the restoration and preservation of health; for a very large portion, we

might say *all*, of society are dependent upon medical skill for their usefulness, and in some instances for their lives.

Dr. STEVENS, President of the College of Physicians and Surgeons, in the City of New York, speaking of the medical profession says: "The whole of human life, with all its changes, whether progressive or occasional, is the subject of our meditation and the object of our labor and care. Man thus becomes the study of our profession; his physical formation, his intellectual powers, the effects of the mysterious connection in his being between mind and matter; the inscrutable nature of his principle of life; his adaptation to social and domestic relations; his moral tendencies and his religious capacities; the double nature, which makes him, while a child of earth, an heir of immortality—all these belong to that study and contemplation of man to which our daily vocation leads us. And while the subject of the studies and labors of our profession is the noblest of God's creation on earth, the preservation of his life and health, his morals and happiness, its one great object, not less is it distinguished by the vast extent of its collateral relations, and the mighty and immense range of agencies and instrumentalities it employs. It contemplates the qualities and conditions of all inanimate substances, of all things, immaterial, intangible, imponderable."

Again, Dr. STEVENS says: "No one can be qualified to take care of the sick, who does not add to his reading and oral instruction a practical knowledge of the structure of the human body; neither experience, nor reading, nor oral instruction alone are sufficient, but all need to be combined with observation." And again: "The medical profession may justly claim for itself a degree of influence second to none of the learned professions. Surely then, they who

hold such relations to society, as physicians do, should be *learned*, discreet and wise; trained by liberal studies and by practical examples to be ever true to the cause of *humanity*; elevated by education, as by education alone they can be elevated, to rise above all that is sensual and sordid."

If then, such be the standing, and such the influence which the profession enjoy, they will not be backward in doing all that is in their power to alleviate the misery of the Deaf, who are calling upon them, by every principle of benevolence, and every feeling of humanity. Their number, in comparison with that of other diseased, may be small, yet that is no reason why they should be neglected, or their claims overlooked. It is true, some instances of devotion to their cause can be found, and they shine forth bright examples for others to follow.

The number of Deaf and Dumb *alone*, and they are not the only deaf ones who call for assistance from the healing art, is computed at two hundred and fifty thousand in the world; in the United States it is nine thousand six hundred and fourteen, according to the last census, which falls short of the true number, and a large proportion of these have been, or might have been proper subjects for the exercise of scientific practice. According to an estimate made at the New York Institution for the Deaf and Dumb, in the year 1836, there had been five hundred and twenty pupils admitted into the Institutions in that State; of these two hundred and two had lost their hearing by sickness and accidents. In one hundred and fifteen cases it was doubtful what was the cause, or whether they were congenital; and two hundred and three cases were considered congenital. Of the congenital, some had malformation of the organs,

which might possibly have been remedied by science. Of the two hundred and two, without doubt, many might have been restored to their hearing if attended to properly, as to time and means; and of the one hundred and fifteen doubtful, it can hardly be expected but that some might have been cured.

Another estimate, made at the same time, of the pupils who had been admitted into all the then known Institutions, who had lost their hearing after birth, gave seven hundred and eighty-seven. Of these there were three hundred and ninety-eight from diseases and accidents unknown, leaving three hundred and eighty-nine, the causes of which were known. Of this number, one hundred and forty-three had lost their hearing by fevers of different kinds; one hundred and eighty-eight by convulsions, colds, measles and other eruptive diseases, leaving only fifty-eight for other causes, as ulcers, injuries, etc.

An estimate was made at the American Asylum at Hartford, Conn., in 1847, in which it was found that of two hundred pupils, one hundred and ten were born deaf, and four unknown; of the remaining eighty-six, forty-eight had lost their hearing by fevers, and the other thirty-eight by ulcers, whooping-cough, inflammation, dropsy, scrofula, etc.

This is enough to show that a probability of cure exists even among the *Deaf and Dumb* who are among us, and some of whom we have known; while among those reported as congenital there must be many who might have been cured had sufficient knowledge of their cases and the proper means of cure existed. Is there not, then, an inducement for young men in this country to study more carefully and scientifically the organization of these parts and the methods of cure, that they may relieve the dis-

tressed, and that they may not be behind some of their brethren on the other side of the Atlantic?—two of whom have been already named, who devoted a large portion of their lives to investigating the causes of deafness and its probable cure among the inmates of the Royal Institution at Paris. They succeeded in restoring a very few to their hearing, but as they did not succeed on others by the same methods, they seemed to give up the cause. Their methods were various, such as perforating the tympanum, using Moxa, etc.

A few others have awaked from their lethargy and spent much time in experimenting and theorizing; some of them have been successful and their patients have gone forth improved in health and the means of enjoyment. Some have made examinations of the ear, its parts, and the results of disease, a few of which follow.

Dr. PASSAVANT, of Frankfort, gives us an account of the anatomical and pathological appearances of the ear and its appendages, in a number of persons who died of typhus fever. He says the *dura mater* showed upon its surface an excess of blood, and its substance was thoroughly injected; the *membrana tympani* had lost its brightness and become more or less reddened and swollen; its epithelial layer easily separated as a dirty white pellicle, with the membrane beneath greatly thickened, together with the lining membrane of the *mætus*, the inner half of which was much injected. Within the cavity of the tympanum he found a tough, thready mucus, sometimes only a few vesicles, sometimes occupying the walls, and sometimes filling the entire cavity. He detected a slight injection in some portions of the lining of the labyrinth, but no change in its contents.

Dr. MORRELL, of New York, remarks that in twenty-five cases of scarlatina, wherein deafness had been a common symptom, he found after death that the lining membrane of the Eustachian tube was thickened or softened, (probably red during life,) and covered with a thin, glairy secretion, in which floated a great number of ash-colored shreds, and that this secretion sometimes extended into the tympanum. The membranes of the external meatus were covered with minute points, from which issued a sero-purulent secretion, instead of wax. In fifteen cases of measles, where symptoms of deafness also occurred, the membranes of the Eustachian tube and the tympanum exhibited traces of red vessels ramifying in all directions, together with a remarkable dryness, as if the mucous secretion had been interrupted for some time. The membrane of the external meatus showed that the secretion of wax had been interrupted also. He succeeded in curing some similar cases by persevering, in some cases, for months.

Mr. TOYNBEE, Surgeon to the St. George's and St. James' Dispensary, England, in his remarks upon the pathology of diseases of the ear, says: "Of the cavity of the tympanum, the most common mischief is the thickening of the mucous membrane lining it, in some instances so as to almost fill it up." He says, also, "that its most common contents are mucus, purulent discharges and scrofulous matter. Bands of adhesion are also of frequent occurrence, and in some cases, anchylosis of the stapes to the margin of the fenestra ovalis. Very few cases of disease in the Eustachian tube, or in the cavities which contain the expansion of the auditory nerve, or their contents occur." He gives no account of the curative measures that

should be employed, as the various affections might seem to indicate, but urges *early*, judicious treatment, pursued with careful *perseverance*, leaving that treatment to be found out hereafter.

Dr. SCHMALZE, of Dresden, after an examination of four thousand cases of disease of the ear, in a practice of twenty years, classifies these diseases, and gives illustrative cases of the treatment and the successful results. He places them in three general divisions, which are sub-divided into smaller, and these into still more particular divisions.

His first division is *inflammation*. This is divided into first, the external ear; second, the internal ear; third, the inner ear. Inflammation affecting these may be pure, (erythematous and phlegmonous,) or mixed, (erysipelatous, catarrhal, rheumatic, gouty, scrofulous, etc.)

The second division is *mechanical*. It is divided into—first, congenital malformation; second, solutions of continuity; third, impeded conduction of sound.

The third division is *nervous diseases*. It is divided into—first, irritation of nerves of hearing; second, paralysis of nerves of hearing.

As this is the most important division, he has subdivided each division into more particular classes, as the first, into those diseases connected with the auditory nerve, of which there are five varieties, and those of the auricular branches of the fifth nerve, causing only otalgia, either mild or violent in its character. The second is subdivided into twelve classes:

1. Congenital and inherited.
2. Senile.
3. Degeneration of nerve of hearing.
4. Violent noises.
5. Intense frost.

6. Mechanical concussion by blows, falls, etc.
7. Depressing emotions.
8. Typhus and nervous fever.
9. Apoplexy, convulsions, pressure on the brain, etc.
10. Determination of blood to the head.
11. Anæmia from hemorrhage, onanism, etc.
12. Exanthemata, especially when they have a nervous character.

He closes his remarks with a description of the methods of performing aural surgery and the instruments employed, which are similar to those of other surgeons. Probably his work is the best compendium of diseases of the ear yet published.

Dr. KRAMER, of Berlin, who devoted many years to the investigation and methods of cure of diseases of the ear, and who carefully examined and noted down three thousand seven hundred cases, comes to the conclusion that no satisfactory diagnosis or treatment of diseases of the ear can be conducted without an attentive study of the objective, and not an implicit dependence upon the subjective symptoms. Another conclusion is, the failure of cure from the remarkable tendency which diseases of various portions of the auditory apparatus have to continue limited to those portions, so that, even years afterwards, the more essential parts may remain quite uninjured, and hearing be at once restored by the removal of the intervening ailment. He therefore depends upon *local*, and argues the insufficiency of *general* treatment, but urges the necessity of searching carefully and diligently for the part affected.

He gives the statistical results of each species of disease, as he classifies them, which are, that inflammatory diseases of the meatus have occurred two hundred and eighty-one

times out of two thousand cases, and in some instances the disease was of years standing. In this class he urges the careful use of the speculum.

Acute inflammation of the membrana tympani occurred in forty-five cases out of two thousand; while he found *chronic inflammation* in every fifth case. Perforation was observed in one hundred and seventy-nine cases out of three hundred and seventy-nine, and of different sizes, from the size of a needle point to that of a bean; two-thirds of these cases occurred during the *first ten years of life*, which are those best adapted to its cure. He considers a *discharge* from the *outer ear* as a mere symptom of disease, and not as a form, as it had been treated by some physicians. He treats diseases of the tympanum as inflammation of the *mucous membrane*, which may be communicated to the bones, and cause their destruction. He relies on the catheter through the Eustachian tube for the investigation of this kind of disease, having found only two cases in which there was an obliteration of this tube.

He says that an investigation of diseases of the internal ear, are of the most difficult character, from the absence of any ordinary means, but that much may be gathered by a careful examination of the tympanum with the speculum in a strong sun-light. If the tympanum be in a healthy condition, the membrane appears entirely colorless, shining and diaphanous, having a well marked concavity externally. If it be in an unhealthy state, the membrane appears inflamed, reddened, thickened, degenerated, swollen or indurated, and putting on the appearances consequent upon an inflammation.

In his chapter on *nervous inflammation*, he remarks, that it may come on gradually and not be detected for some

time, especially where only one ear is affected. The meatus frequently contains dry, crumbling wax, disappearing after some time and followed by white, dry squamæ, while it puts on a parchment like appearance, both of the surface of the meatus and the membrana tympani. This is accompanied by unpleasant sensations in the head, annoying the patient much in proportion to the deafness. The diagnosis is mostly of a negative character. This is the most frequent of any of the diseases to which the ear is subject, occurring in one thousand and twenty-eight cases out of two thousand; it is also one of the most lasting, being connected with the auditory nerve. In the treatment of this form of disease, he strives, first, to protect the ear from the injurious impressions, produced by loud sounds—either hard, shrill voices, or instruments—so as to subdue the morbid irritability of the auditory nerve; and in connection, mild vapors, through the Eustachian tube, as of water, mucilage or thin gruel, in which is a minute portion of ext. hyoscy., of from two to four weeks continuance.

His statistical tables are the results of fifteen years careful observation, and to show the care which he took, an abstract of the tables will be inserted; they will also serve as a guide to others.

I. GENERAL VIEW OF DISEASES OF THE EAR.

Of two thousand cases, five were cases of disease of the auricle; two hundred and eighty-one, of the auditory passage; four hundred and forty-two, of the membrana tympani; one hundred and ninety-eight, of the middle ear; one thousand and twenty-eight, of nervous deafness; and forty-six, of deaf dumbness. What the particular characteristics of the latter class are, he does not say.

II. OF THE RELATIVE FREQUENCY OF DISEASES OF THE EAR IN THE TWO SEXES.

Of the two thousand, one thousand two hundred and seventy-four were males and seven hundred and twenty-six females. Of the five, two were males and three females; of the two hundred and eighty-one, two hundred and seven were males and seventy-four females; of the four hundred and forty-two, three hundred and eleven were males and one hundred and thirty-one females; of the one hundred and ninety-eight, one hundred and forty-one were males and fifty-seven females; of the one thousand and twenty-eight, five hundred and eighty-one were males and four hundred and forty-seven females; and of the forty-six, thirty-two were males and fourteen females.

III. OF UNILATERAL AND BILATERAL AFFECTIONS OF THE EAR.

Of two thousand, three hundred and sixty-one were affected only in one ear, and one thousand six hundred and thirty-nine in both ears; of the three hundred and sixty-one cases of unilateral disease, the left ear was affected in one hundred and sixty-seven, the right in one hundred and ninety-four cases. Of the five, (in table I,) two were affected in the left ear alone, one in the right and two in both ears; of the two hundred and eighty-one, the right ear was affected in sixty-two, the left in fifty-four, and both in one hundred and sixty-five; of the four hundred and forty-two, the membrana tympani of the right ear was affected in twenty-two, the left in twenty-one, and both in two cases; of the one thousand and twenty-eight, forty-four were unilateral, and nine hundred and eighty-four bilateral cases.

IV. OF TINNITUS AURIUM.

Of the two thousand, tinnitus occurred in one thousand two hundred and sixty-seven. All the Deaf and Dumb were free from tinnitus.

V. STATES OF THE MEMBRANA TYMPANI IN CHRONIC INFLAMMATION OF IT.

Of the three hundred and ninety-seven cases of chronic inflammation, both ears were affected in two hundred and seventy-nine, and one ear only in one hundred and eighteen; there were thus six hundred and seventy-six individual tympanic membranes affected. In one hundred and eighteen of these cases there was neither polypi nor perforation; in two hundred and seventeen, there were perforations; in ninety-nine, polypi; and in thirty-seven, both perforation and polypi.

VI. SIMULTANEOUS OCCURRENCE OF SEVERAL DISEASES OF THE EAR.

Of the two thousand, thirty-eight cases were affected with more than one disease in one and the same ear; and sixty-six cases, in which the two ears of the same person were affected with two different diseases.

VII. THE SITUATION AND MODE OF LIFE OF THE PATIENTS.

It is not necessary to mention any thing, as no numbers are given.

VIII. THE COUNTRY AND RESIDENCE OF THE PATIENTS.

(Same as above.)

IX. THE AGE AT WHICH THE PATIENTS BECAME AFFECTED.

Of the two thousand, five hundred and four were in the first ten years of life, and of these, two hundred and forty-

one were cases of chronic inflammation of the membrana tympani. In this table Dr. KRAMER states that accumulation of wax in the auditory passage occurred most frequently between the ages of twenty and forty; catarrhal inflammation of the same membrane at about twenty; caries of the same, before ten; phlegmonous inflammation about twenty; acute inflammation of the membrana tympani between twenty and forty; chronic inflammation, in the first ten years, and mostly in the first two years of life; muculent obstruction of the tympanic cavity, within the first ten years also. What other time so propitious for the cure of deafness?

X. AT WHAT AGE THEY FIRST CONSULTED DR. KRAMER.

This corresponds with the time in table IX.

XI. DURATION OF THE DISEASES AT THE TIME OF CONSULTATION.

Of the two thousand, one hundred and sixty-four had been affected less than four weeks, and one thousand six hundred and fifty for a year or more.

XII. THE DIFFERENT DISTANCES AT WHICH THEY HEARD THE TICKING OF A WATCH.

The object of this is to measure the power of hearing. Of the one thousand and twenty-eight cases, two hundred and fourteen could not hear at all; seventy-seven heard with the left ear, and seventy-four with the right only; two hundred and seventeen ears heard the watch at once; three hundred and thirty-nine at the distance of an inch; and five hundred and ninety-five at the distance of a foot. The result of from three to six months treatment was an increase of the hearing distance from one inch to one foot,

and from one foot to three feet; in the others he makes the increase in hearing distance the evidence of the progress of cure.

XIII. IN CHRONIC INFLAMMATION WITH AND WITHOUT PERFORATION, HOW FAR THE TICKING OF A WATCH HEARD.

In Chronic inflammation with perforation, there were three hundred and five affected ears, of which fifty were totally deaf; eighty, could hear a distance of one inch; one hundred and thirteen, one foot; fifty, three feet; nine, more than three feet; and three, undeterminate. In chronic inflammation without perforation, there were three hundred and fifty-nine affected ears, of which forty-two were totally deaf; eighty-eight, could hear one inch; one hundred and forty-eight, one foot; fifty-one, three feet; nineteen, more than three feet; and eleven, undeterminate. From his observations he concludes, that it is of little advantage to perforate the tympanum.

XIV. THE PATIENTS AFFECTED WITH NERVOUS DEAFNESS SO THAT THEY NO LONGER HEARD THE WATCH, WERE AGED AS FOLLOWS :

Of two hundred and fourteen cases, one hundred and nine who could not hear the watch with either ear, and seventy-one who could hear with one ear, were below forty years of age, and many of the others had been deaf from early life.

XV. THOSE WHO HAD OTHER DISEASES BESIDES THOSE OF THE EAR AT THE TIME OF CONSULTATION.

More than four-fifths were free from other diseases, the other-fifth had a complication of them.

Of these complications, there were twenty-six cases where inflammation of the mucous membrane was combined with scrofula, and eighteen, with catarrh; one case

where vertigo was combined with an accumulation of wax; three with polypus; and seven with nervous deafness. There was one case in which hemorrhoids and nervous deafness were combined. One case where phthisis was combined with caries of the middle ear, and four with phthisis and nervous deafness.

XVI. CAUSES OF DISEASES OF THE EAR.

In one thousand one hundred and nine cases the causes were not known. Cold is the most common cause. The exanthemata and other diseases of the skin were frequent causes. Fevers in some cases. Blows on the ear in three cases. Injury to the head and spine. Disease of the brain with convulsions in infants. Great noise, sorrow, toothache, and hemorrhage were sometimes causes.

XVII. PERFORATION OF THE MEMBRANA TYMPANI AFTER SCARLET FEVER, MEASLES, COLD AND SMALL POX.

There were eighty-one cases on both sides after scarlet fever; twenty-nine, after measles; twelve, after small pox; and twenty-eight after cold.

XVIII. THE RESULTS OF HIS TREATMENT.

These are enumerated under four divisions :

1. The unconditionally curable.
2. The conditionally curable.
3. Those conditionally capable of amelioration only.
4. The unconditionally incurable.

Of the first division he enumerates three hundred and nine cases, though under some of his subdivisions there must have been some cures not enumerated. Of the second division, one thousand and eight were cured and a number improved. In the third and fourth divisions he

gives no numbers. His experience as to the value of electro-magnetism in deafness is not very encouraging.

The results of the investigations of Drs. SCHMALZE and KRAMER are of great importance in ascertaining the causes of deafness, by establishing system in this class of diseases, and furnishing the student with a guide in further investigations; and we confidently hope that some of our young physicians will take up the subject, and as it is almost an unexplored field in this country, that is, by our physicians, that they will succeed in imparting more light on the causes of deafness than has yet been made known, and not only the causes, but the best methods of cure, that it may be no longer a reproach to the profession in our country, that auricular diseases are not understood.

A new mode of treating certain cases of deafness has lately been published in the London Lancet, as practised by J. YEARSLEY, Esq., Surgeon to the Metropolitan Ear Institution. It is a method of treating the deafness caused by perforation of the membrana tympani. The former method was to syringe out the mucus or pus from the cavity of the tympanum, by passing air through the Eustachian tube, which is often only a temporary relief, and frequently of no service at all. His method is, with a pair of forceps made for the purpose to place a small pellet of moistened cotton wool at the bottom of the meatus against the portion of the membrane still left, which seems to act as a vibrating medium, care being taken to adjust the cotton upon the particular spot where the hearing is the most perfect. His success has been great, and he gives a few cases as examples of the treatment and its success. It is necessary that the cotton be well moistened and changed when it becomes dry.

T. BUCHANAN, Esq., Surgeon to the Hull Dispensary for diseases of the ear, agrees with Mr. YEARSLEY in the success of the experiment, and says that the fibres of the cotton stimulate the branches which lead to and from the tympanic plexus, while it clings to the parietes of the tube, so as to accommodate it to the usual strength of the undulations of sound and insure the action of the ossicula by its elasticity. He differs slightly from Mr. YEARSLEY in the preparation and placing of the cotton; he spreads it thinly over the surface of the tympanum so as to cover the perforation and remnants of the membrane.

A writer in one of the medical journals of our own country, during the last year, recommends dry cupping where inertia exists in the excretory ducts of the meatus. He applies the cup on the head outside of the external ear and exhausts the air till a sensation like extreme tension in the lining membrane of the meatus is felt. This rouses the excretory vessels into activity and they furnish the necessary fluids for the successful action of the outer ear, which is as far as the remedy is intended to apply.

W. R. WILDE, Esq., Surgeon to St. Mark's Hospital, Dublin, has an article in an English medical journal lately, on sub-acute inflammation of the tympanum, in which he says, the disease is only to be learned by a careful inspection of the membrane, which presents a pink color, and in some cases, a few long tortuous vessels, in the early stage of disease; at the same time the ceruminous secretion is arrested, but no general constitutional symptom.

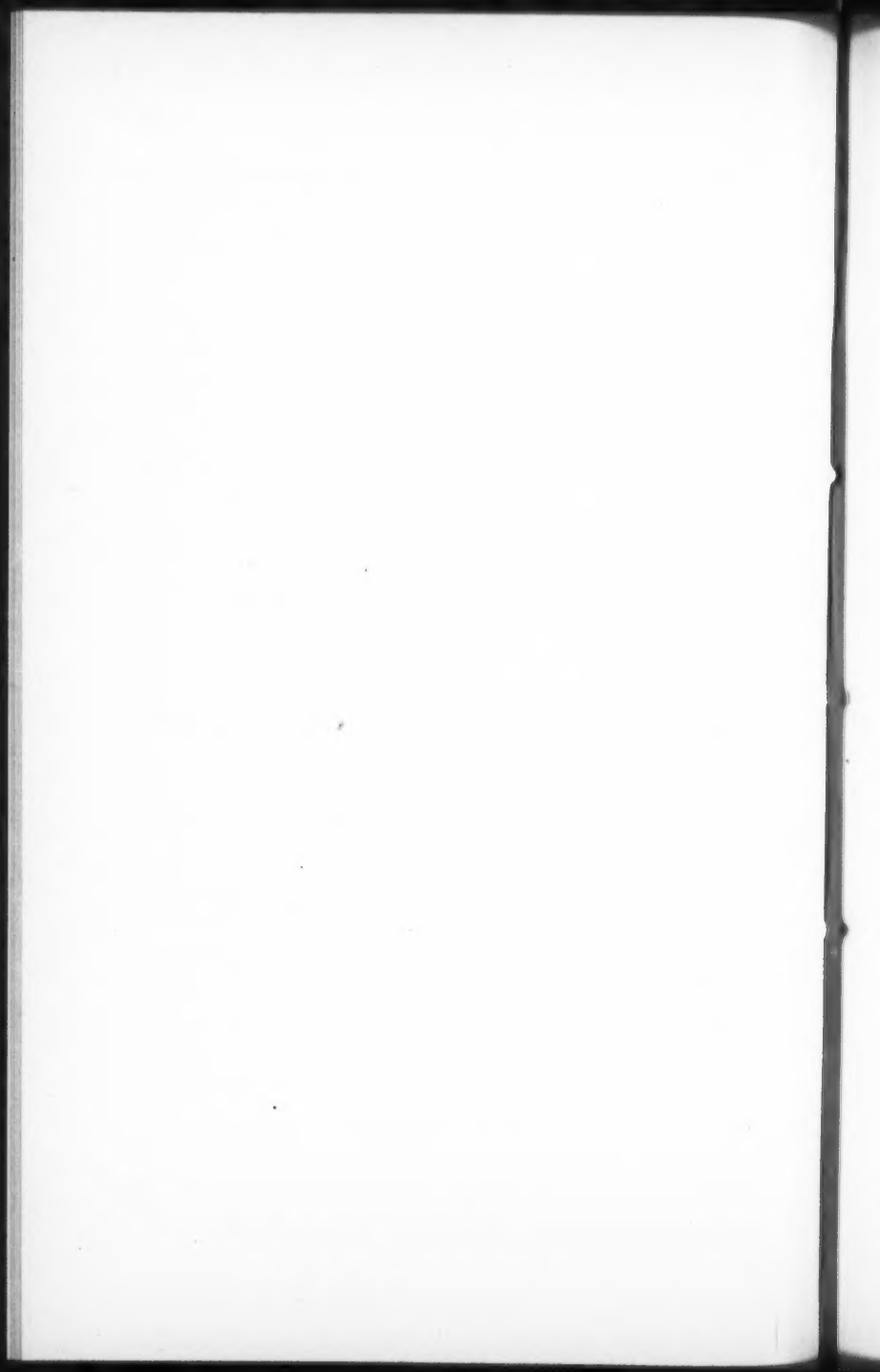
In the treatment of it he uses, with most beneficial effect, the *soft brown citrine ointment* applied in a melted state with a soft brush to the auditory passage, and the tincture of the flowers and leaves of the *Arnica montana*.

These in connection with mercury and iodine have proved successful in his hands.

These remarks comprise some of the most important portions of the investigations and remarks that have been published on this subject, and will serve as hints to induce our young physicians to investigate the causes of deafness, and devise methods of cure, and thus alleviate the distresses and anxieties of many of our fellow beings. We hope, however, that no injurious impressions upon the minds of any medical men, either in this country, or abroad, may arise from not noticing their exertions in this cause, as we should be very happy to give credit where it is due. Our apology must be a want of information as to the names of those who have devoted their talents to it. We, therefore, omit the names of many who have written upon deafness, believing that they will appreciate the design of this article to be, to furnish hints to the profession in a spirit of kindness.

NOTE.—Since the foregoing article was in type, the 47th number of the American Journal of Medical Sciences has been put into our hands. It contains a valuable article by E. H. CLARKE, M. D., of Boston, Mass., on Aural Surgery, which gives an analysis of one hundred and forty cases of deafness, classified according to KRAMER; the results in the three first classes corresponding to those enumerated by him, and approximating in the other. We recommend a perusal of the article to our medical friends, and hope that Dr. CLARKE will persevere in his investigations, and give the treatment and results to the public.

Mr. STONE presented the paper on "Articulation," by
REV. THOMAS GALLAUDET, of New York, as follows:



ON
ARTICULATION
AND
READING ON THE LIPS.

BY THOMAS GALLAUDET.

THE HISTORY OF THE

REPUBLIC OF THE UNITED STATES

The history of the United States is a story of growth and change. From the first settlers to the present day, the nation has evolved through various stages of development. The early years were marked by exploration and the establishment of colonies. The American Revolution led to the birth of a new nation, and the subsequent years saw the expansion of territory and the growth of industry. The Civil War was a pivotal moment in the nation's history, leading to the abolition of slavery and the strengthening of the federal government. The Reconstruction era followed, and the nation continued to grow and change. The late 19th and early 20th centuries saw the rise of industrialization and the emergence of new political movements. The World Wars of the 20th century tested the nation's strength and led to its emergence as a global superpower. The post-war period saw the rise of the civil rights movement and the Vietnam War. The late 20th and early 21st centuries have been marked by technological advancement, globalization, and the challenges of the 21st century.

ON ARTICULATION AND READING ON THE LIPS.

BY THOMAS GALLAUDET.

SINCE the science of instructing Deaf Mutes sprang into being, there has always existed much difference of opinion with regard to imparting a knowledge of Articulation and Reading on the Lips to the pupils of the various Institutions which have from time to time been founded in different portions of Christendom.

As systems were gradually developed out of the chaos of novelty and credulity, two extremes assumed an antagonistic position. The partisans of each would admit of no compromise. On the one side were men who, having imbibed the notion that the language of spoken words was necessary to convey thought forcibly and clearly, and that without the interpretation of this articulate language, written or printed characters were but feeble instruments of expressing the workings of the heart and mind, came to the conclusion that the highest goal for them to reach was to initiate *every* Deaf-Mute person into the mysteries of articulation and reading on the lips by every mechanical contrivance which enthusiastic ingenuity could devise. Other training of the moral and intellectual faculties was crowded into the back-ground. Most of the advances towards fitting the pupil to take his place in the struggle of life as an accountable being in the sight of human and divine law, were made by means of the slow and tedious instrumentality adopted by their teachers.

It was the fate of every candidate for spiritual illumination to be stretched on the Procrustean bed of articulation and reading on the lips. The adherents of this system had not studied the history and general principles of language with genuine philosophical criticism, otherwise they would have perceived that spoken words were but outward signs or symbols of thought, understood perfectly only after long and constant use even by those who possess the faculty of hearing in perfection, and that by care the symbols of natural pantomimic and arbitrary motions might be worked up into a definite instrumentality for interchanging ideas with those deprived of hearing. They were so wedded to the ideas and reasoning of the past, they were so uncompromisingly men of one idea, that they hurled the thunderbolts of ridicule and scorn at the novelties of the instructors at the other extreme.

The latter pressed forward in their course with the freshness of youthful enthusiasm, for they found a ready and graceful response from the minds of Deaf Mutes to the beautiful language of signs. On comparing their method of dealing with the moral and intellectual faculties of the peculiar class they were endeavoring to benefit with the method of their antagonists, and perceiving the manifest advantages of their own, they undoubtedly went too far in discarding the use of articulation and reading on the lips. On the one hand they saw whole *classes* proceeding eagerly forward in their education, guided by teachers who had "their ideas at their fingers' ends," while, on the other, tedious exercises in "jaw-cracking" propositions were given to yawning and dispirited *individuals*, with exceedingly unsatisfactory general results, and they said, away with this dry, parrot-like business of instructing Deaf Mutes.

Ardent supporters of the system based upon the cardinal idea of using the really wonderful and impressive language of signs, they were in their zeal too general in their views. They failed to discriminate with sufficient clearness between the various classes of pupils who flocked to their Institutions. They turned to no practical account their knowledge of the fact that there were various degrees of deafness and that these very degrees had shown themselves at different ages in different individuals.

Within a few years much has been said and written upon the subject which we have under consideration, by the instructors of Deaf Mutes in this country. Judging from the publicly expressed opinion of some, and the apparently consenting silence of others, the great majority seem to have settled down upon principles resulting as a compromise between the two extremes heretofore indicated. To be sure in the arrangement, the system of the latter has the decided superiority, but nevertheless, the effects of the eclectic spirit are unmistakable. Eclecticism, when not exercising itself upon matters ordered by express revelation, is one of the most hopeful signs of the times. When mankind shall cease to call fellow-worms of the dust fathers in their opinions, when all isms, *as such*, shall have been buried in the graves of their founders, then shall society take mighty strides in the pathway of truth!

Guided by this spirit of eclecticism, American instructors seem almost, if not quite unanimously of the opinion, that in our Institutions, instruction in articulation and reading on the lips should be given to such pupils as upon experiment can manifestly be benefited thereby. They feel that those who lost their hearing subsequent to acquiring a knowledge of spoken language, however lim-

ited, should not be permitted to lose this knowledge, but on the contrary, be stimulated to make it the means of acquiring still greater facility in the use of an important instrumentality of communicating with the busy world around them. While they are confident that all the *general* exercises in the class-rooms and chapels should be conducted by the use of signs, the manual alphabet, or written language, yet they see the necessity of affording numerous *individuals* the opportunity of cultivating such remnants as they possess of the noble faculty of speech.

This is sound doctrine, but it does not appear that the practice which ought to result from it, is yet realized, so far as teaching articulation and reading on the lips is concerned. Much artistic skill has been displayed in reducing the language of signs into a perspicuous and harmonious system by means of which words, phrases, and idioms can be explained, involved sentences analyzed, and the precepts of morals and religion enforced; but no adequate attention has been bestowed upon the patient and careful training of those who have the capacity to make advances in the use of spoken language; so little in fact, that most of them manifest great backwardness and reluctance when called upon to exercise this capacity before strangers. Hopes can be entertained of carrying only a few to a tolerable degree of proficiency, but all who can succeed at all should be trained and encouraged to do their best.

The attempts in this direction, in the various Institutions of our country have, thus far, it is believed, been limited to a few moments of daily instruction given by each teacher in his own class; this brief portion of time itself being often interrupted by circumstances which are constantly occurring in the large classes which necessity

requires. This is the most favorable statement with regard to the subject which can be made, while strict truth would force the acknowledgment that not only in the classes of Deaf-Mute instructors, but also in many of the others, no attention whatever is paid to what is admitted to be an important feature in the education of those for whose highest welfare we devote our labors. Let our theory be carried into action, but not in the course so long pursued. Guided by the experience of the past, it must be conceded that but little hope can be entertained for the future accomplishment of satisfactory results in teaching articulation and reading on the lips by individual instructors attempting to do so in their respective classes. It interrupts general exercises, and is devoid of interest to such members of the class as are prevented from joining in it.

Now if articulation and reading on the lips are to be taught at all in our Institutions, and the large majority of instructors say that it is of the highest importance that they should be, they should be taught systematically and thoroughly, not to startle the gaping crowd at superficial public exhibitions of peculiar individuals, but to produce actual *bona fide* general results; to carry to as great perfection as possible the faculty of every pupil to use spoken language which he might possess upon entering the Institution.

In order to do this, it is respectfully suggested that a Professor of Articulation and Reading on the Lips should be attached to every Institution where it is practicable. Let him have his own room and every appliance to assist him in what would be an arduous though interesting profession. Let him have a list of all such pupils as could

hope to be benefited by his instructions and let them come to him at such times as they could be best spared from their classes. Then the general exercises of the Institution would go on harmoniously, as if all were entirely Deaf and Mute, while one man could bend the whole force of his genius and the energy of his being to the department of Articulation and Reading on the Lips.

Mr. TURNER believed that teaching articulation was attended with very little if any good. It was his conviction that any partial efforts of this kind which are made by the Deaf Mute do not compensate for the time of the pupil that is taken from the classes, and that the attempt to teach it was useless.

Mr. MACINTIRE inquired if the plan had not been attended with some success in the New York Institution?

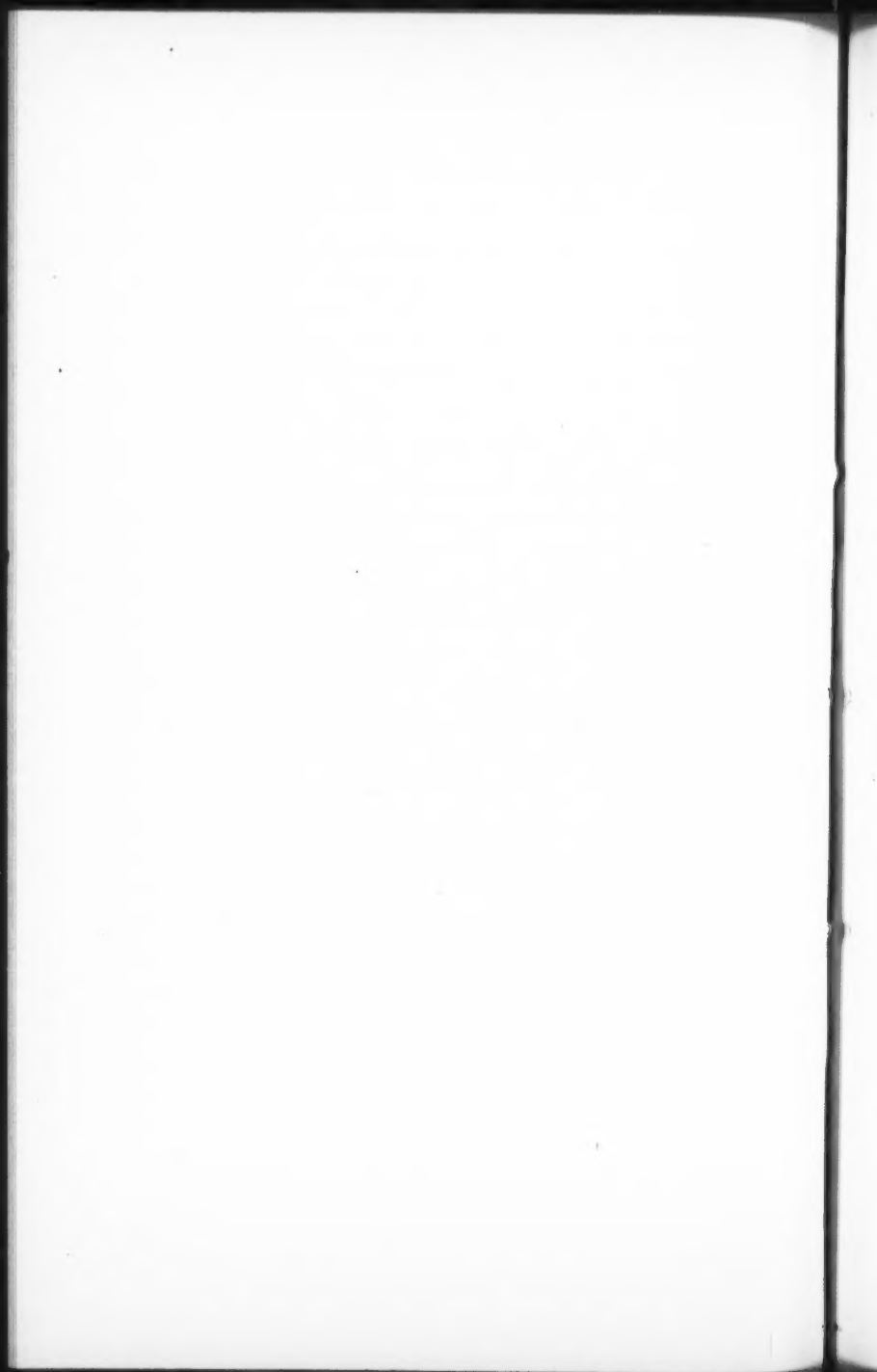
Dr. PEET, in reply, said the idea had been entertained in the New York Institution that we can teach articulation successfully to two classes of pupils: first, to those who have lost their hearing so late in life, after acquiring a knowledge of articulate sounds, as to retain a recollection of them, and the other class was those whose deafness was not entire. Many cases of deafness are more apparent than real, and the ear remains as susceptible of culture as any other sense. Dr. P. cited an instance where four children from one family entered the Institution, all of whom were unable to distinguish single sounds, but could

comprehend a mass. After entering the Institution, their hearing and articulation improved, and three left, being able to use ordinary speech. He thought there was decidedly an advantage in pursuing the attempt to teach articulation in such cases, and added that it may be done in the ordinary operations of the school-room.

The paper on "Teaching Grammar to Deaf Mutes," by Rev. WILLIAM W. TURNER, was then read, as follows:

ON
THE TEACHING OF GRAMMAR
TO
THE DEAF AND DUMB.

BY WILLIAM W. TURNER.



ON THE TEACHING OF GRAMMAR TO THE DEAF AND DUMB.

BY WILLIAM W. TURNER.

To most young persons, the acquisition of Grammar as a science is difficult and irksome. The study of it is dry and uninteresting. This is owing principally to two causes: One is that the terms used in defining its principles and in making its statements are not made sufficiently clear and illustrated in a proper manner by the teacher. The other is that there is intrinsic difficulty in the subject itself. This failure on the part of the teacher is owing to indifference to the progress of his pupils, or to an imperfect knowledge of his subject, or to a want of tact and skill in imparting to others what he knows himself. In either case the result is alike disastrous. On the other hand it must be admitted that grammar, like other sciences, has its difficulties, which can be surmounted only by close attention, patient reflection, and a vigorous application of the mind to the subject. Children are commonly averse to all these things. They have no fondness for generalizing and classifying; for fixing in their memories formal rules and precise definitions and applying them to particular cases. Hence grammar is not a favorite study, and is not in general thoroughly understood. What is true in these respects in regard to other children, is not less so with the Deaf and Dumb. To them, written language, in all its phases, presents difficulties. Their vernacular lan-

guage is a meagre set of signs addressed to the eye; and although by means of it ideas may be clearly communicated, yet it affords no correspondence between the mental image and the written word when taught. For instance, when the word *horse* is explained for the first time, neither the form of the word as a whole, nor the succession of its elements as spelled with the fingers, gives any clue to its signification. There is no correspondence between the word as presented to the eye and the image of the animal denoted by it as existing in the mind. The teacher must first speak the word in the vernacular language of his Mute pupil; that is to say, he must make the sign for it, before the latter can understand its meaning. The acquiring of language is therefore with him by the process of translation. As addressed to his eye, words mean nothing until translated into signs. With children who can hear and speak, the case is different. There is in their minds a correspondence between the sound of the word taught and the thing signified. When the written or printed word *horse* is taught, the enunciation of it, after the letters have been spoken, suggests the idea of the animal which this word represents. All that is necessary for them in order to understand it is to have it addressed to the ear; for as they think by sounds, and as speech is their vernacular language, there is a correspondence between the sound and the mental image, or the word and its meaning, so that one suggests the other. The Deaf and Dumb, on the contrary, think by signs or images, between which and the forms of words there is no correspondence. The intervention of signs is therefore necessary to produce this correspondence, or to enable them to understand the meaning of words. It must then be obvious that they meet

with greater difficulty in acquiring a written language than hearing children; and the same is true in regard to grammar. Still, grammar can be taught to Deaf Mutes. The questions we propose now to consider are, to what extent, when, and how, is grammar to be taught in a judicious course of instruction for the Deaf and Dumb?

The grammar of a language consists of a collection of the rules and principles in accordance with which that language is constructed. These laws of construction are either arbitrary, deriving their authority from custom or common usage; or natural, having their foundation in the nature of words and their necessary relations to one another. It would be impossible to teach a Deaf Mute written language without imparting a knowledge of some of these laws of both kinds. He will very soon learn that custom requires the addition of *s*, to the third person singular of the verb in the present tense; to the noun to form its plural; and of *ed* to the verb to form the past tense. He must also be taught the reference of the pronoun to its antecedent and their corresponding agreement of number and gender; the dependence of the adjective upon a noun, and the relations of the verb to its subject and object. Whenever in his progress the fixing of a rule in his memory will aid him in the construction of sentences, it should be taught him, but only as it can be made to subserve such a purpose. The teaching of the principles upon which sentences are formed before the pupil has acquired the art of forming sentences to express his ideas, will embarrass rather than assist him in the acquisition of language. He may be taught to use verbs in a single tense before his attention is turned particularly to the subject of time. After a while another tense may be

introduced and he may become familiar with its use, without any reference being made to other distinctions of time. At length he may have learned the proper use of all the tenses without ever having counted them up, or been taught the names or symbols by which they are designated. Let it not be inferred from what has been said, that it is of little importance whether these things be taught the Deaf and Dumb or not. Such is not our opinion. What we would inculcate on the subject is, that the difficulty of acquiring written language as a medium of communication should not be augmented by laying down at the same time the laws of construction; and that language as an art or an instrument to be used in the ordinary intercourse of life should first be taught; to be followed by the study of language as a science. For the same reason we would teach arithmetic to children in the same way. First the process, as a thing to be done; and then the rule and its reasons as a thing to be philosophically accounted for. Our answer to the questions, *when*, and to *what extent*, should grammar be taught to the Deaf and Dumb, would be: not at all in the early part of their course; sparingly and as an aid to composition in the two or three succeeding years; and more or less thoroughly in the last year, according to their capacity and the time under instruction.

Thus far there is nothing peculiar or distinctive in our mode as it respects the Deaf and Dumb, for we should pursue substantially the same course with children that hear and speak; reserving in their case the science of grammar for one of their last studies.

The next question to be considered is, how shall grammar be taught to the Deaf and Dumb? We reply, inci-

dentally, at first, as principles come up and are developed in the process of teaching sentences and connected language. When the names of several common objects have been taught, they should be arranged in a table by themselves; not for the purpose of explaining the nature of a noun or of attaching to them the sign or symbol of a noun, but for convenience in reviewing and future use. The names of qualities and of actions should be arranged in a similar way and for the same reason. After it has become necessary to use derivatives from a word already taught, or to use a word in different parts of speech, it will then be proper to explain the nature of this difference. The more obvious relations of words may be pointed out, as that of the adjective to the noun, and of the adverb to the verb. We may now prefix the appropriate grammatical symbol to each class of words previously taught, and associate with each its grammatical sign. We may then go on gradually and at suitable intervals to unfold and illustrate the general principles upon which our language is constructed, proceeding in order from the most simple to the most abstruse. All this may be done, without the use of the technical language of grammar, in the natural signs of the Deaf and Dumb. So that the intelligent pupil shall be able to designate the parts of speech in a sentence, show the mutual relations and dependencies of the words which compose it, and in short perform the operations of analyzing and parsing it correctly, without being able to express these relations and communicate his ideas respecting them in appropriate words or the language of any text book. But few of the pupils of any of our Institutions go beyond this point in a six years course of instruction. The subject of grammar, however, is not sufficiently understood

by them. It should be resumed in the high class, and a judicious text book be put into their hands, which should be carefully studied, and fully explained, illustrated and applied by the teacher. By this means their knowledge previously acquired will become practical and available. They will be enabled to express it in correct and definite language, and to use it as an aid in composition. In short, they will derive all the advantage from it which children do who are in possession of all their faculties.

> We have incidentally spoken of grammatical signs and symbols. It may be well to inquire what use should be made of them in our course of instruction. Grammatical signs are purely arbitrary and conventional. They are used to express the general idea included in the phrase *part of speech*, and also the various modifications of words in regard to tense, case, number, person, etc. We have already given our opinion as to the proper time for introducing them to the notice of the pupil; it only remains to speak of the use which should subsequently be made of them. They may be used in dictation by methodical signs, (for we approve of the use of such signs in the instruction of young classes,) to designate the derivative from the primitive word, to distinguish the plural from the singular of nouns and pronouns, and to indicate the tense which is to be used in the construction of a given sentence. They should, however, be used more sparingly, even in dictation, than they are by some teachers. To attach a grammatical sign to every word in the sentence is wholly useless; serving rather to perplex the mind of the pupil than to elucidate the subject. As we advance in the course of instruction, these signs, together with methodical dictation,

should be gradually dispensed with; and should thenceforward be used only in the explanation of a new word to indicate its part of speech.

What has been said in reference to grammatical signs, is for the most part applicable to symbols. These are figures or marks standing for the parts of speech, and the various modifications which they admit of. They serve to fix the knowledge of these modifications in the mind of the learner, and to point out the relations which the words in a sentence bear to one another. By means of these symbols, a sentence may be parsed by Deaf Mutes before acquiring the technical terms of grammar, and they may be used as a kind of short-hand for this purpose. But after a text-book has been studied, we prefer to have our pupils use the ordinary language of parsing, as we have not been able to perceive any advantage to be derived from the further use of symbols, unless it be to denote the part of speech of new words when written upon the teacher's slate for explanation.

We have alluded to the difficulties to be met with in teaching grammar to the Deaf and Dumb; and had intended to say somewhat more on this subject. But we shall only refer to one class of these difficulties, viz: such as are occasioned by the anomalies of our language. These are very numerous and perplexing. Every rule has its exceptions; insomuch that it is sometimes difficult to say which is the rule and which the exceptions. Some of these anomalies grow out of the structure of the English language and are now past remedy. Perhaps it would be unwise to attempt any reduction of them. But we cannot resist the conviction that there are others which have been

occasioned more by the mistakes of grammarians than by the genius of the language. As an instance of this kind we would name the imperfect tense of the potential mode, which more frequently refers to future than to past time. *I would go if I had money—I could stay if I would—I might be excused if it were best*—are sentences containing the form of past time with a future signification. A strict regard to the philosophy of language would have induced the forming of a new tense, which might have been named the *conditional future*. Another instance of a similar kind may be taken from the disposition of the infinitive mode. According to the rules of syntax laid down in our grammars, it follows or is governed by a verb, an adjective, a noun, an adverb, a phrase or a sentence; or it is nominative to another verb. Now the infinitive mode is in fact a verbal noun and should be disposed of like other nouns. If in the objective case, it may be governed by the transitive verb preceding it, or by a preposition expressed or implied. It was the practice formerly to introduce this governing preposition as in the following sentence: *I wish for to buy a book*; and in all similar cases it is understood, and for the purposes of government, it may be supplied. But we will not pursue the subject farther. We will conclude our remarks by saying, that Deaf Mutes, under proper instruction, may be made not only to understand the subject of grammar, but to become interested in it as a study, and to apply its principles as an important auxiliary in composition.

SOME explanatory remarks were made by Mr. TURNER, and observations followed from Dr. PEET, Mr. VAN NOSTRAND, Mr. I. L. PEET, and Mr. MACINTIRE.

Mr. STONE, from the Business Committee, reported as follows :

The Business Committee, to whom was referred the subject of continuing the publication of the American Annals of the Deaf and Dumb, would respectfully report the following resolutions, and recommend their adoption :

1. *Resolved*, That the publication of the American Annals of the Deaf and Dumb be continued until the meeting of the next Convention, under the charge of the present Editor and Executive Committee.

2. *Resolved*, That the Executive Committee be instructed to consider and report to the next Convention a plan for the future publication of the Annals, and for the establishment of a General Depository of publications connected with the advancement of Deaf-Mute education.

A division of the question was called for.

The resolutions were divided, and the first was adopted.

Dr. PEET remarked on the second resolution, recommending the establishment of a Depository of books relating to the Deaf and Dumb. He urged, however, that such Depository should be in some central locality, and that the proper plan upon which it should be established, be carefully considered before definite action was taken.

Mr. BROWN moved a reconsideration of the first resolution. Adopted.

Mr. VAN NOSTRAND moved to amend the first resolution by inserting the following words: "And the Executive Committee to be appointed by this Convention."

Adopted.

Dr. PEET moved the following amendment to the second resolution: "That the Committee consider and report on the expediency of establishing," etc. Adopted.

Dr. PEET then moved further to amend the second resolution, as follows: "That the Executive Committee be instructed to consider and report on the subject of a Depository."

Mr. COOKE was opposed to that part of the second resolution which instructed the Committee to consider a plan for the future publication of the Annals. That periodical was undertaken by the American Asylum, and for two years sustained by the instructors of that Institution. It then passed into the hands and under the control of the Convention, who re-appointed the former Editor, and continued the publication at Hartford. The Convention of 1851, indorsed the action of the first. It would seem then, that something had occurred during the past two years, which in the opinion of the author of this resolution, renders it desirable to make a change in the mode of publication. But what that something may be which has so influenced the mind of the gentleman, and what the plan it has induced him to form, we are not told. Dr. PEET, in his remarks on the resolution, turned his attention exclusively to the importance of establishing a Depository, setting forth his views in a manner that could not fail to convince every member of the Convention; but maintaining a remarkable silence on the subject of the Annals. If gentlemen are dissatisfied with the general appearance of the periodical as it comes to them from Hartford, or with the style of editing, they will adopt this resolution. Justice, however, it must be apparent to all,

requires that the causes for dissatisfaction, if there are any, should be openly announced, and the resolution not passed in silence.

Remarks followed from Mr. AYRES and Mr. BROWN.

Mr. I. L. PEET thought the Depository should be established in New York.

Dr. PEET moved to lay the second resolution on the table. Lost.

Mr. I. L. PEET offered the following amendment :

Resolved, That the Executive Committee be instructed to establish, if practicable, a Depository of works on Deaf-Mute education.

The resolution, as thus amended, was then adopted.

Mr. STONE offered the following resolution :

Resolved, That the establishment and proper arrangement of new Institutions for the education of the Deaf and Dumb, is a work of so much importance and magnitude, that we can not recommend the undertaking of such an enterprise by individuals who have not been engaged personally in the instruction of Deaf Mutes.

Adopted.

Mr. G. C. W. GAMAGE, of New York, offered the following :

Resolved, That a handsome bust, in plaster, of the lamented Rev. THOMAS H. GALLAUDET, LL. D., like that of the late Dr. MILNOR, now at the New York Institution for the Deaf and Dumb, be recommended to be placed in all the American Institutions for the Deaf and Dumb, as a mark of appreciation of his distinguished services to the cause in which they are engaged, provided that the Directors of the Institutions concur in the proposition.

Mr. GAMAGE, in supporting this resolution, (in signs,) considered it shameful that this token of esteem and gratitude should be neglected, while there are so many busts and monuments of such illustrious men as NAPOLEON, WELLINGTON, CICERO, GOETHE, etc., whose meritorious services are already remembered; for it is admitted that Dr. GAL-

LAUDET was one of the greatest benefactors of the Deaf and Dumb. He had no hesitation in asserting that the memory of Dr. GALLAUDET is cherished with gratitude in the heart of every American Deaf Mute, and of every speaking person who takes an interest in this class of the community. He confidently hoped that the proposition contained in this resolution would be concurred in.

The resolution was adopted.

Mr. GAMAGE also offered the following resolution:

Resolved, That whereas the Convention of the Instructors of the Deaf and Dumb learn that LEWIS WELD, Esq., Principal of the American Asylum for the Deaf and Dumb at Hartford, is about to sail for Europe on account of ill health, we cordially wish him a pleasant journey, and the perfect restoration of his health, hoping that his safe return under the guidance of a merciful Providence, will enable us to greet him again.

Adopted.

Mr. BROWN offered the following:

Resolved, That our thanks are tendered to LUZERNE RAE, Editor of the AMERICAN ANNALS OF THE DEAF AND DUMB, for the distinguished ability, taste and impartiality with which he has discharged the duties incident to his charge of the official organ of this Convention.

Adopted.

Mr. BROWN also proposed the following resolution:

Resolved, That the doings of a meeting of the former pupils of the Ohio Asylum, connected with the presentation of a "gift of gratitude and respect to Mr. H. N. HUBBELL," together with the addresses delivered on that occasion, be published with the Proceedings of this Convention.

Adopted.

A paper on the "Use of Grammatical Symbols in the Instruction of the Deaf and Dumb," by Mr. ISAAC LEWIS PEET, of New York, was then read, as follows:

THE
USE OF GRAMMATICAL SYMBOLS
IN THE
INSTRUCTION
OF
THE DEAF AND DUMB.

BY ISAAC LEWIS PEET.

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THE USE OF GRAMMATICAL SYMBOLS IN THE INSTRUCTION OF THE DEAF AND DUMB.

BY ISAAC LEWIS PEET.

PROGRESS is the watch-word of the present century, and it is emblazoned in letters of light upon the banner which our country has unfurled to the nations of the earth. In science, literature, the arts, government, religion and population, she has made advances so rapid, that she is already fast rising to equality with the most enlightened lands. But it is in the universal system of education which distinguishes her, and the improved methods of communicating instruction which have found birth on her soil, that her progress has been most eminent. Especially is this true of the system of Deaf-Mute education which prevails within her borders. The seed introduced from a foreign land has germinated in a more congenial soil, received a kindlier nurture; and forth from its bosom has sprung a tree, whose off-shoots, planted in all quarters of our vast domain, have extended their spreading branches, till uniting, they have completely sheltered a class of the unfortunate, from the pitiless storms of calumny and ridicule to which they had been exposed, and by their towering height, have furnished them a means of ascent above the mists of obscurity and contempt in which they had been enveloped.

The Institutions for the Deaf and Dumb in this country have certainly met with great success, whether we consider the ample legislative provision they have secured for their

support, the popular sympathy they have enlisted, the physical comfort they have been able to furnish to their pupils, the general harmony subsisting between those engaged in the profession, the excellence and unity of their plans of instruction, or the large number of pupils whom they have rescued from ignorance, and sent forth into the world, well educated and worthy members of the community, entitled, by their conduct and attainments, to respect and confidence.

It is not to be supposed, however, that they have yet attained the limit where it may be said, "Thus far shalt thou go and no farther." On the contrary, they have yet great advances to make, both in the means to be employed and the results to be obtained. Experience has shown that their general basis is the best that could be devised, but there is much to be done away with that is needless and desultory, and there are many methods of overcoming the difficulties which beset the instructor on every side, that require to be sought. The base is broad enough, but the sides incline at too great an angle, and the pyramid arrives at its apex too soon. Contrivances must be sought whereby greater breadth may be secured throughout, and the apex carried higher. Views must be interchanged, problems must be presented for solution, and zeal for progress must characterize all the members of the profession. Rivalry must give place to a more earnest activity for the common good, and blind attachment to the past must not cause us to lose sight of a yet more glorious future. The old and well tried philosophy must have the good shoots of other systems engrafted upon it. Eclecticism must cull what is useful and contribute it to the common pile, and no blind conservatism be permitted to reject the whole

because all is not good. The French, English, German, Dutch, Italian and Spanish systems all have their excellencies, whatever be their deficiencies, and we have much to learn and much to adopt from them all. The differing views with regard to the use of natural and methodical signs, the use of the manual alphabet, instruction in articulation and the like, may yet be harmonized by adopting them all. Each has its niche to fill. The monument to WASHINGTON will not be the less beautiful and harmonious because the stones which compose it are brought from all parts of the globe; and the monument to DE L' EPEE will not have its beauty impaired because its constituent parts are not all the products of French soil.



Among the methods which have been too much overlooked in the endeavor to perfect our pupils in the command of alphabetic language, is the use of grammatical symbols. Their origin dates back to the time of the celebrated Abbe SICARD, by whom they may be said to have been invented. Like all new inventions, however, they were crude and imperfect, and subserved but partially the purposes for which they were devised. Improvements were made upon them at the Institution for the Deaf and Dumb in Hartford, Connecticut, but they were greatly modified and were reduced to a far more perfect form by the labors of Prof. BARNARD, at the time of his connection with the New York Institution.

These improved symbols are fully detailed and explained in Professor BARNARD's Analytical Grammar, a work of extraordinary merit, as furnishing a philosophical analysis of the structure of the English language, but which is now out of print, in consequence of the feeble efforts made to secure its circulation at the time of its publication. It is


not too much to assert that no grammar could be introduced into any school that would furnish more useful hints to the teacher, or be productive of greater benefit to the pupil. It should especially commend itself to instructors of the Deaf and Dumb, as the principles on which it is founded have long been recognized in this department of education.

Professor VAISSE, now of the National Institution for the Deaf and Dumb in Paris, but formerly an associate of Professor BARNARD's in the Institution at New York, has published a memoir on grammatical symbols, but the peculiarities of his system I have not at present the means of determining.

The elements from which Professor BARNARD has derived his symbols are six in number, and characterized by great simplicity. They are—

1. A short, thick, upright mark, |, for substantive ;
2. A horizontal one, —, for attributive ;
3. An oblique one, \, for assertion ;
4. A curve, /, for influence ;
5. Two united curves, each terminating in a straight line, , for connective ;
6. A comparatively long line, with a dividing mark in the middle, , for time.

As, of late years, these symbols have unfortunately fallen into comparative disuse, while in some Institutions they are actually unknown, it may not be inappropriate, in a paper like the present, to present a brief synopsis of the combinations which are formed of these simple elements, to illustrate the syntax of our language.

The upright mark, supplied with feet, to give it the appearance of stability, , is employed to represent the


noun substantive. Modifications to represent abstract and common nouns as well as those of multitude might be made, did they not tend to render the character too complicated, and were they not unnecessary for the requirements of syntax. A short upright mark, inclined upwards in advance, \nearrow , is added to indicate *the nominative case*, implying as it does, that the action *proceeds from* the noun. A reflex mark of the same character, \nwarrow , is added, to designate *the objective*, signifying that the action passes to the noun. The *plural number* is distinguished from the singular by two short lines drawn upward from the extremities of the feet parallel to the upright character, $\nearrow\searrow$. The distinctions of *gender*, when required are made in a manner equally simple. The symbol already described represents the masculine noun. In the symbol of the feminine noun, a horizontal line takes the place of the foot, \lrcorner . The neuter noun has as its symbol the upright mark simply, \uparrow ; and a noun of common gender is represented by a combination of the symbols of the masculine and feminine, $\nearrow\lrcorner$.



The symbol of the transitive verb is composed of three elements, viz: those expressive of assertion, attribute, and transitivity or influence, thus \searrow : that of the intransitive verb of two, viz: assertion and attribute, with the symbol of transitivity inverted, \swarrow ; that of the verb *to be*, of one, viz: assertion, with the symbol of transitivity also inverted, \swarrow .

As the preposition supplies the want of transitivity in intransitive verbs, thus making them equivalent to the transitive, it takes a symbol closely resembling that of transitivity, \curvearrowright . It is for the sake of connecting the


preposition with the intransitive verb and the verb *to be*, that the symbol of transitivity is inverted instead of being omitted.


By a simple resolution of the transitive verb into its elements, three separate parts of speech make their appearance; e. g.:


 The child obeys its father.

 — 
 The child is obedient to its father.

The verb *to be* corresponds to assertion, the adjective to attribute, and the preposition to transitivity. In like manner, intransitive verbs may be resolved into two parts of speech, viz: the verb *to be* and the adjective; e. g.:

 \ — —
 Suffices, is sufficient.

 \ — —
 Thirsts, is thirsty.

Nothing but the paucity of adjectives in our language prevents this resolution from being applied equally to all transitive and intransitive verbs.

Hence is obtained the symbol of the adjective, which is identical with that of the attribute with the addition of a short perpendicular mark below it to indicate its union to the noun, thus, —.

From this symbol is derived the possessive case of the noun and pronoun, which is formed by placing the symbol of the adjective above that of the noun or pronoun, thus:

⌞. The *rationale* of this is, that while the possessive

case is a modification of the noun, it is used like the adjective, as may be seen in the following examples:

A black glove.

A small glove.

A lady's glove.

The adverb, which is nothing more than the attribute of an attribute, is represented by the symbol of attribute placed above that of the adjective \neg , while for an adverb qualifying another adverb, it is allowable to place a third mark of attribute above the other two, \equiv and so on *ad infinitum*.

The symbols for *the tenses* are derived from the Elements, in the following manner: A point at the extreme left of the line representing attribute will denote beginning; in the middle, continuance; and at the end, termination. The symbols of assertion and of transitivity, being connected, by a loop, with the symbol of attribute at the extreme left of the line, will indicate that the action is about to commence, in the middle, that it is proceeding and at the end, that it is terminated; while these same symbols being placed upon it without the loop, will express merely the general assertion of the attribute, without designating any particular period in its existence. Applying to these symbols the verb *to tear*, for instance, and considering them, for the present in the third person singular,

The first \neg will signify $\left. \begin{array}{l} \text{is} \\ \text{was} \\ \text{or will be} \end{array} \right\} \text{about to tear.}$

The second \neg will signify $\left. \begin{array}{l} \text{is} \\ \text{was} \\ \text{or will be} \end{array} \right\} \text{tearing.}$

The third \surd will signify $\left. \begin{array}{l} \text{has} \\ \text{had} \\ \text{or will have} \end{array} \right\} \text{torn.}$

And the fourth \surd $\left. \begin{array}{l} \text{tears} \\ \text{tore} \\ \text{or will tear.} \end{array} \right\}$

Reversing the symbols of assertion and transitiveness, we have the corresponding expressions for the passive voice, thus:

\surd for $\left. \begin{array}{l} \text{is} \\ \text{was} \\ \text{or will be} \end{array} \right\} \text{about to be torn.}$

\surd for $\left. \begin{array}{l} \text{is} \\ \text{was} \\ \text{or will be} \end{array} \right\} \text{being torn.}$

\surd for $\left. \begin{array}{l} \text{has} \\ \text{had} \\ \text{or will have} \end{array} \right\} \text{been torn.}$

\surd for $\left. \begin{array}{l} \text{is} \\ \text{was} \\ \text{or will be} \end{array} \right\} \text{torn.}$

The second of these forms is of course never used, the fourth being substituted for it according to grammatical usage. The symbol is introduced here for the sake of showing the correspondence between the active and passive voices.

Omitting the symbol of assertion and placing a little perpendicular mark below the symbol of attribute, we obtain the symbolic representations of the participles; for example:

In the active voice,

 stands for about to tear or being about to tear.

“ “ tearing.

 “ “ torn or having torn.

And in the passive voice,





⌘ stands for about to be torn or being about to be torn.





“ torn or being torn.




“ “ been torn, or having been torn.

To designate the particular time at which the action is on the point of commencing, is continuing or is terminated, recourse is had to the symbol of time, which, it will be recollected, is merely a horizontal line stretching indefinitely in two directions, with a dividing mark in the middle. This intermediate point is designed to designate the present. The symbols, heretofore explained, when placed over this point, respectively denote that the act is about to commence at, is continuing at, is terminated at, or is generally true of the present time. The same symbols placed at the left of the point, will designate the same things of the past, and placed at the right of this point, will refer them to the future.




This may be shown in the following examples to which the verb *to tear* will be applied as before :




Present  is about to tear.  is tearing.  has torn.  tears.

Past    
was about to tear. was tearing. had torn. tore.

Future    
will be about to tear. will be tearing. will have torn. will tear

Thus symbols are obtained for the twelve natural tenses of the active voice, and these, with the very simple modifications heretofore explained, are equally applicable to the corresponding tenses of the passive.

Equally simple are the modifications of these symbols to designate *the modes*. As the three modes proper, the indicative, potential and subjunctive, merely express variations in the manner in which an assertion is made, the modification required for each is in the symbol of assertion. For *the indicative*, which asserts positively, the symbol before presented is retained. For *the potential*, which asserts conditionally, the mark of assertion is made a zigzag. Thus, in the sentence, "He *would tear* the book, if he had it," *would tear* is represented by . For *the subjunctive*, which asserts hypothetically or by way of supposition, the mark of assertion is broken. Thus, in the sentence above quoted, "He *would tear* the book, if he had it," *had* is represented by . In those tenses of *the potential* which are sometimes involved in the subjunctive, the zigzag and the break in the mark of assertion are both to be observed. Take for instance, the sentence, "If I could see Queen VICTORIA, I should esteem it a very great pleasure." Here *could see* would be represented by .

The plural is indicated by a duplication of the mark of assertion. Thus in the indicative, we have , in the potential, , and in the subjunctive, .

No change is made to symbolize person, that being sufficiently indicated in the pronoun, though it could readily be done by the application of figures, and for the sake of completeness, no objection could be offered to this modification.

For the two other forms of the verb, commonly considered modes, viz: the *infinitive* and *imperative*, symbols cannot be formed by modifications of the symbol of assertion, as they are wanting in this element. Their symbols are derived from the peculiar manner in which they are used.

As the infinitive is destitute of assertion, it retains in the symbol only the characteristics of attribute and transitivity or of intransitivity. It being used, however, like a substantive, we place below these the symbol of the substantive. Thus we have \propto for the symbol of the infinitive of the transitive verb, and \propto for that of the intransitive. The perfect infinitive may be represented in a similar manner by combining the marks of attribute and transitivity so as to denote the termination of an action, and placing the substantive mark below; thus \propto . The corresponding tenses of the passive are symbolized by reversing the mark of transitivity; thus \propto , for the present and \propto for the perfect. Two forms corresponding to the expressions *to be about to tear*, *to be tearing*, not generally classed with the infinitive, may be represented by symbols in a similar manner. Thus, for *to be about to tear*, we have \propto , and for *to be tearing*, \propto .

The symbol of the imperative is formed by simply omitting the marks of assertion and time from the present indicative. Thus, active *tear* \propto ; passive *be torn* \propto .

The conjunction has, as its symbol, that which has already been given for connective, viz: two united curves each terminating in a straight line, \propto .

The consideration of the symbols of the pronoun has been reserved to this place, in order that they may be the more clearly understood.

They will be considered under two divisions :

I. PRONOUNS SUBSTANTIVE ;

II. PRONOUNS ADJECTIVE.

Under the former of these divisions, we shall class the personal, interrogative and relative pronouns.

The symbol of the personal pronoun is the same as that of the noun, with the addition of a hair line drawn across the base of the upright mark \perp , thus showing its relation to the noun. The distinctions of gender, number and case are indicated in the same way as in the noun proper. Person is represented by the figures 1, 2, 3, placed upon the horizontal line. The subjoined table, extracted from the grammar, will illustrate the various inflections of the pronoun :

FIRST PERSON.

	Nominative.	Possessive.	Objective.
Singular.	\perp_1 I	\perp_1 Mine	\perp_1 Me
Plural.	\perp_1 We	\perp_1 Ours	\perp_1 Us

SECOND PERSON.

	Nominative.	Possessive.	Objective.
Singular.	\perp_2 Thou	\perp_2 Thine	\perp_2 Thee
Plural.	\perp_2 You	\perp_2 Yours	\perp_2 You

THIRD PERSON.

	Nominative.	Possessive.	Objective.
Singular.	\perp_3 He She It	\perp_3 His Hers Its	\perp_3 Him Her It
Plural.	\perp_3 They	\perp_3 Theirs	\perp_3 Them

This paradigm may be varied with respect to the third person, by introducing the modifications for gender according to the principles heretofore laid down. The masculine would then retain the symbol given above. The feminine, and neuter, would be declined as follows :

Nominative.	Possessive.	Objective.
$\frac{\text{H}}{\text{She}}$	$\frac{\text{H}}{\text{Hers}}$	$\frac{\text{H}}{\text{Her}}$
$\frac{\text{I}}{\text{It}}$	$\frac{\text{I}}{\text{Its}}$	$\frac{\text{I}}{\text{It}}$

The possessive adjective pronouns, my, thy, his, her, its, our, your and their, may be considered as forming the possessive case conjointly with mine, thine, his, hers, ours, yours and theirs, and in this view it may be perfectly proper to apply to them the symbols above given as those of the possessive case. If this, however, be considered too great an innovation, the symbol of the adjective pronoun hereafter to be described may be applied to them instead.

The symbol of the *relative* is compounded of those of the conjunction and personal pronoun, on the ground that in one of its uses, certainly, it is equivalent to the conjunction with the personal pronoun, as may be illustrated by the following examples :

“He shall call upon me *and* I will answer him.”

“He shall call upon me, *who* will answer him.”

“There was a man sent from God, whose [and his] name was JOHN.”

“Him * * ye have taken, and by wicked hands have crucified and slain, whom [and him] God hath raised up,” etc.

The relative and its inflections are then symbolized as follows:

Nominative.	Possessive.	Objective.
K	T	*
Who	Whose	Whom

The other use of the relative, though rhetorically different, is grammatically the same; and, therefore, no change is made in the relative on this account. If, however, it is desired to mark this distinction, in its use, a modification of the symbol may be easily made. Professor BARNARD, by his peculiar manner of illustrating the second use of the relative, furnishes a clue to one which may be regarded as appropriate. We will illustrate by an example borrowed from the grammar:

"The man *who* is wise talks little." This is equivalent to "The man *of wisdom* talks little," or "The man *of he is wise* talks little." It is to be admitted that such an expression as *of he is wise* is never used, but it conveys the precise idea of the power of *who* in this connection.

The two following examples will illustrate both uses of the relative:

"He aimed a blow at one of the robbers, whom he wounded—" [and him he wounded.]

"The robber *whom* he wounded, escaped; but he succeeded in securing the other." [The robber of he wounded him escaped, etc.]

It is evident that, in this second use, the relative is equivalent to the preposition with a clause used as a substantive and governed by it. Its symbol might therefore, very properly be formed by a combination of those of the preposition and substantive. Its inflections would then be represented as follows:

Nominative.

Possessive.

Objective.

Who

Whose

Whom

Who

Whose

Whom

This change in the symbol may not, perhaps, be deemed advisable, though it is an argument in its favor that it serves to direct particular attention to a point which might otherwise be overlooked, and that the pupil in applying it or writing from it would be required to exercise a nice discrimination.

The compound relative *what*, being equivalent to that which, two distinctions of case are involved in it, one of the demonstrative and the other of the relative, so that there will be either two nominatives, two objectives, or a nominative and objective. For the compound relative, therefore, a symbol is formed by giving two marks distinctive of case to the symbol of the relative, thus: for the double nominative we have X , for the double objective X , and for the nominative and objective X .

The interrogative pronouns, have, as a symbol, that which is appropriated to the personal pronoun, with the omission of the figures denoting person.


For the pronouns adjective, an appropriate symbol is formed by crossing the symbol of the adjective, as the pronouns substantive are represented by the symbol of the substantive crossed. If it be desired, the ingenuity of the teacher will suggest modifications of these symbols, to designate the different classes of words embraced under this general head. Such are the demonstratives, *this*, *that*, *these* and *those*, the distributives, *each*, *every* and *either*, with its opposite *neither*, the indefinites *some*, *other*, *another*, *any*, *one*, *all*, *such*, *no* and *none*—and the interrogative words *which* and *what*, when coupled with nouns.

As the articles, as well as the adjective pronouns, partake of the nature of the adjective, their symbols are derived from the symbol of the adjective. This is done by dividing the adjective symbol in the middle, thus $\neg \neg$. The part pointing forward, \neg , is taken as the symbol of the *definite* article, and the other, \neg , as that of the *indefinite*.

An attentive examination of the system of symbols which has just been described, cannot fail to carry with it a conviction of the correctness of the principles on which it is based. Only a few considerations need be adduced to establish its practical efficiency.

And, in the first place, each symbol will aid greatly in giving a clear conception of the nature of the part of speech for which it stands as the representative. Every idea which enters, as an element, into the constitution of any class of words, has its counterpart in one of the characters of which the symbol is composed. This symbol combines, so to speak, the opposite processes of analysis and synthesis, presenting to the eye the component parts perfectly distinct from each other, at the same time that it associates them in one harmonious whole. It differs from the words which it represents, as quantities in Algebra differ from those in Arithmetic. The operations by which they are obtained are alike in both cases, yet in the one the elements and the processes to which these are subjected preserve their identity, while in the other, they are completely lost to the view, in the result. They present the same contrast that exists between the creation of mechanical skill and the production of chemical affinity. The one is a congeries of parts, the other a commingling of constituents. In this light, the symbol appears a most

valuable aid in the development of language. It is in itself a definition, in which the idea to be conveyed stands prominent, disrobed of all its technicalities. It thus secures the two-fold advantage of conciseness and clearness, at the same time that it makes a lasting impression on the memory.

Secondly: The modifications of which the symbols are susceptible, render them capable of illustrating, in a very striking manner, the syntax of language. They thus embody all the principles which enter into the construction of the sentence to which they are applied, and save the verbiage and endless repetition involved in what is usually called *parsing*. In this way, much time is saved in the ordinary processes of the school room. If the teacher wishes to know whether the pupil comprehends the specific construction of the several words in a sentence, he need only require him to apply a symbol, suitably modified, to each, for a mistake in the symbol will at once reveal a false notion with regard to the grammatical relations of the corresponding word. The general construction may be indicated in a similar manner by including clauses under a  and placing over each the symbol of the part of speech to which it bears affinity. Thus adverbial clauses may be represented by the symbol of the adverb, and substantive clauses by that of the substantive. The teacher may, moreover, correct grammatical inaccuracies in composition, by applying the symbol which corresponds to the word as used, and thus exposing the incongruity which may exist in the arrangement or inflection. The pupil may also soon learn to correct his own inaccuracies, and will thus find the system of symbols an invaluable *vade mecum*, when he has become his own instructor.

Thirdly: These symbols may be used to construct sentences which shall have no reference to any particular words, but shall merely indicate the form in which language is to be employed. They will serve, then, as models which will tax the ingenuity, tact and grammatical knowledge of the pupils, in the selection and arrangement of words. They may thus subserve a useful purpose in the improvement of the style. They may be adopted with much advantage in connection with passages from good authors, where the form of the sentence is required to be imitated, but not the phraseology. In such cases, the passage, with the symbols, may be written on the black board, and after it has been sufficiently examined the language may be effaced, leaving the symbols to be associated with words which the pupil may select for himself.

Fourthly: This system of symbols introduces a pleasing variety into a study which is too often monotonous and uninteresting. It furnishes amusement while it secures improvement, and refreshes the mind at the same time that it calls it into vigorous exercise.

Instructors of the Deaf and Dumb, whose high and ennobling occupation it is to emancipate from the thralldom of physical infirmity the struggling powers of the intellect, and to conduct to the heights of Parnassus, minds originally sunk far below the level of their fellows, appreciate all the appliances which philosophy offers to aid them in their peculiarly difficult and responsible work; and they often have recourse to methods, which, were they generally introduced into the speaking world, would advance greatly the cause of general education. The fact that their system of instruction is a speciality, is no proof that it has no claims to regard beyond its immediate sphere of operations.

The prejudice exists in some quarters, that works adapted to their purposes are *ipso facto* useless in the case of those who hear. The opinion has more foundation in reason, that what accomplishes so much for those who labor under such immense disadvantages, would exert a proportionate influence on the advancement of those to whom nature has not seen fit to deny her choicest gifts.

To those engaged in the instruction of the Deaf and Dumb, these symbols are recommended, with a confidence based on a certainty of the benefits which they are capable of ensuring. Should they be adopted in all schools for youth, grammar would be invested with greater practical efficiency.

Mr TURNER made some remarks on the subject of this paper, and offered the following resolution :

Resolved, That the subject of Grammatical Symbols be referred to a Committee of three, to consider and report a uniform system, and report to the next Convention.

Adopted.

The following gentlemen were appointed as such Committee, viz : Rev. Wm. W. Turner, Mr. I. L. Peet, and Rev. Collins Stone.

Unfinished business was then taken up.

Mr. MACINTIRE called up the question of the election of the Executive Committee.

On motion,

The Convention went into an election of the Executive Committee.

The following gentlemen were unanimously re-elected,
viz:

Rev. WM. W. TURNER, of Connecticut;
Dr. HARVEY P. PEET, of New York;
JAMES S. BROWN, Esq., of Louisiana.

The Committee then went into the election of a General Committee, to act as the representative of the Convention, when not in session.

The following gentlemen were unanimously elected, viz:

HARVEY P. PEET, of New York;
LEWIS WELD, of Hartford;
ABRAHAM B. HUTTON, of Philadelphia;
COLLINS STONE, of Columbus, Ohio;
THOMAS MACINTIRE, of Indiana;
THOMAS OFFICER, of Illinois;
JOHN A. JACOBS, of Kentucky;
WILLIAM D. COOKE, of North Carolina;
J. C. M. MERILLAT, of Virginia;
O. P. FANNIN, of Georgia;
JAMES S. BROWN, of Louisiana;
W. D. KERR, of Fulton, Missouri;
H. S. GILLET, of Tennessee;
N. P. WALKER, of South Carolina;
——— Wisconsin;
——— Michigan.

Dr. PEET, offered the following resolution:

Resolved, That the invitation presented by the Institution of Virginia be accepted; and that when this Convention adjourns, it adjourn to meet at the Institution for the Deaf and Dumb and the Blind, in Staunton, on the last Wednesday in July, 1855; and that Dr. J. C. M. MERILLAT be the local Committee of Arrangements.

Adopted.

Mr. KEEP offered the following resolution:

Resolved. That the thanks of the Convention are justly due, and are hereby tendered to the Secretaries, for the faithful and diligent manner in which they have discharged their arduous duties.

Adopted.

Mr. AYRES offered the following:

Resolved, That the thanks of the Convention be tendered to the Editors and Reporters of the public press, who have attended its sittings and reported its proceedings.

Adopted.

Mr. MACINTIRE offered the following:

Resolved, That a Committee of three be appointed, to whom should be committed the minutes and papers submitted to the Convention, to be prepared for publication.

Adopted.

The President appointed Messrs. Stone, Keep and MacIntire, as such Committee.

The Committee to which was referred the resolution of Dr. THOMPSON relative to a new Manual Alphabet, reported verbally on the Alphabet invented by Dr. THOMPSON, by which the letters are indicated by pointing to the joints of the fingers and hand.

Dr. THOMPSON made a few remarks, explanatory of his invention.

On motion,

The subject was referred to the Committee on the Syllabic Alphabet, to report thereupon.

On motion,

The subject of Verbal Abbreviation was referred to the same committee.

Mr. MORRIS offered the following resolution:

Resolved, That the thanks of this Convention are due to the Committee *ad interim*, the Superintendent, Steward and Matrons of

the Ohio Asylum for the Deaf and Dumb, for the ample accommodations and abundant facilities afforded this body in the transaction of business, and for the kindness and attention shown to the individual members to secure their comfort and enjoyment during the sitting of the Convention.

Adopted.

Mr. COOKE offered the following resolution:

Resolved, That the thanks of the Convention be presented to Mr. O. W. MORRIS for his kindness in interpreting its proceedings to the deaf and mute members of the Convention.

Adopted.

Mr. BROWN offered the following resolution:

Resolved, That AUGUSTUS MAVERICK, Esq., in consideration of his faithful services in preparing the proceedings of two of our last Conventions for publication, is justly entitled to an honorary membership in our future meetings, which is hereby respectfully tendered him.

Adopted.

On motion of Dr. PEET,

Resolved, That the thanks of this Convention be presented to the Presidents and Directors of the New York Central, New York and Erie, Lake Shore and Cleveland, Columbus and Cincinnati Railroad Companies for the abundant facilities afforded to members of the Convention in the transit to and from the city of Columbus.

Adopted.

Dr. PEET offered the following resolution:

Resolved. That the thanks of this Convention are justly due, and are hereby tendered to the Honorable JOHN W. ANDREWS for his benevolent interest in the cause of Deaf-Mute education, as shown in his consenting to preside over the deliberations of this body; and also for the able, dignified and impartial manner in which he has discharged the duties of presiding officer, whose intelligence, courtesy and kindness have won the respect and esteem of all its members.

After some complimentary remarks by Messrs. H. P. PEET, COOKE, VAN NOSTRAND and TURNER,

The resolution was unanimously adopted.

The PRESIDENT, in rising to respond, said he felt exceedingly gratified at the honor which the Convention had conferred upon him, and trusted that he appreciated all the kind assistance which he had met from its hands. He was not much acquainted with the modes of instructing the Deaf and Dumb. He had known very little of the high pursuits in which the members of this Convention were engaged, when he took his seat here. He did not appreciate the difficulties under which the instructor labors. Now, however, he could better appreciate the patient toil of the teacher, and could understand the results that had been unfolded in the course of these discussions. With one fact in reference to the Deaf and Dumb he had been particularly interested. It was, that while teachers were successful in the instruction of Deaf Mutes, they were also successful in implanting religious impressions and the religious element in a remarkable degree. The reverence manifested by the Deaf and Dumb was very striking. Their manifestations of feeling toward the teacher were also referred to by the speaker. He dwelt upon the dignity of the instructor's vocation, of the gratitude and affection universally evinced by his pupils, and gave the cause of Deaf-Mute education his warmest sympathy and approval. He was satisfied that much had been accomplished. All who take part in these Conventions seek to do good. Each puts forth his best exertions, as believing that he is hereafter to come under the eye of the Great Teacher himself. It can not be expected that their full reward will be received here, but there will be a time when all difficulties shall

cease,—when the blind shall see, the lame walk, the deaf hear, and the dumb be made to speak. Let us honor the profession of the teacher. In conclusion, Mr. ANDREWS again returned his thanks for the kindness that gentlemen had shown him, wishing them a safe and pleasant return to their homes, and all happiness hereafter.

Mr. CHITTENDEN read the minutes of the day's proceedings.

Adopted.

Rev. JOHN R. KEEP then offered prayer.

And on motion of Mr. TURNER,

The Convention adjourned *sine die*.

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